DOCUMENT RESUME

ED 118 192 JC 760 118

TITLE	Navajo County Community College District; Its History, Its Future, 1961-1985.
INSTITUTION	Northland Pioneer Coll., Holbrook, Ariz.
PUB DATE	Feb 76
NOTE	121p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS	American Indians; *Decentralized School Design; *Delivery Systems; Facility Planning; Financial Support; Found Spaces; Junior Colleges; *Mobile Educational Services; Relocatable Facilities; *Rural Schools; *School Community Relationship; Student Characteristics; Teacher Characteristics
IDENTIFIERS	Arizona (Navajo County); *Northland Pioneer College

ABSTRACT

This document presents an overview of the history and characteristics of Northland Pioneer College (NPC), established in 1974 to serve Navajo County, a rural, sparsely populated area in northeastern Arizona (70 percent Indian Reservation land). The information presented in this document is intended to be of assistance in future planning for NPC. The college is organized according to a "minicenter" concept with four centers, each of which has a population service area of 3,500 to 7,500. Much of the equipment and supplies of the college have been mobilized to provide for easy delivery from center to center, and faculty who are willing to travel among the centers have been hired. This document covers the history of the college from its conception, through the opening of its doors in 1974, to projections for the future. NPC's goals are discussed, and student, faculty, and administrator characteristics are described. A special area of concentration is the school's relationship to the community it serves. Facilities and financial resources are discussed, and a recommendation is made that a bond election be undertaken to provide the funds for some permanent facilities. Data related to Navajo County population, employment, business, and NPC enrollment, student and faculty characteristics, and finances are presented in tabular form. (NHM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118192

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
ITS HISTORY . . . .
ITS FUTURE . . . .
1961 - 1985

NORTHLAND PIONEER COLLEGE
NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
FEBRUARY, 1976

JC 760 118

ACKNOWLEDGEMENTS

Northland Pioneer College wishes to acknowledge those people who have assisted in the compilation of this report. These individuals spent many hours in study and in meetings in order to help put the information together that appears herein. We sincerely appreciate their efforts and our gratitude goes out to the members of this committee.

Committee Members

MELVIN J. BURRELL
Box 8
Holbrook, AZ. 86025

HUGH CALLAWAY
Tax Services
Arizona Public Service Co.
P. O. Box 21666
Phoenix, AZ. 85030

FRANKLIN L. FLAKE
Snowflake School Board
Box 418
Snowflake, AZ. 85937

LYLE HANNA
Pearl Penrod Realty
Rt. 1, Box 2525
Lakeside, AZ. 85929

DONALD W. JOSEPH
Director
Arizona Tax Research
1814 West Washington
Phoenix, AZ. 85007

ROSS TYLER
Secretary
NPC District Governing Board
100 East 3rd Street
Winslow, AZ. 86047

TILDEN WILBUR
Member
NPC District Governing Board
Box 398
Pinetop, AZ. 85935

Special Consultants To The Committee

DR. QUENTIN J. BOGART
Associate Professor
Center for the Study of
Higher Education
Arizona State University
Tempe, AZ. 85281

DR. CALVIN E. JAMES
Director
Community College Education
Northern Arizona University
Flagstaff, AZ. 86001

DR. RAYMOND SCHULTZ
Professor of Higher Education
1415 North Fremont
University of Arizona
Tucson, AZ. 85719

TABLE OF CONTENTS

Page

A. List of Tables iii

B. Introduction and Statement of Purpose 1

C. History and Economics of Navajo County 2

D. Goals and Objectives of Northland Pioneer College 21

E. Student Body Characteristics 32

F. Delivery System 44

G. Program Development 57

H. Faculty and Administrative Characteristics 63

I. Financial Considerations and Comparisons 68

J. Conclusion and Recommendation 77

K. Bibliography 78

L. Appendix A - Most Frequently Asked Questions of NPC Planners 80

M. Appendix B - Letters of Support - Area High Schools 101

N. Appendix C - Comparison of Assessed Valuation and Tax Rates - Arizona Counties and Selected Communities 107

O. Appendix D - NPC Student Survey - Spring, 1976 109

P. Appendix E - Floor Plans of Projected NPC Buildings 111

Q. Appendix F - Preliminary Cost Estimate 115

[illegible] Appendix G - Population Estimates for Arizona and Counties 117

LIST OF TABLES

Table	Title	Page
I	Population - Navajo County (Off Reservation)	3
II	Navajo County Projected Employment by Industrial Classification	4
III	Business Establishments and Employment in Arizona - 1972	6
IV	Major Corporate Taxpayers	7
V	List of Businesses in Navajo County	8
VI	Shall Navajo County Community College District Be Formed? Fall, 1972	15
VII	NPC Enrollment Statistics, Fall 1974-Fall 1975	35
VIII	Residence Statistics (By Home Town)	36
IX	NPC Comparitive FTSE Count By Center	39
X	NPC FTSE Enrollment By Major Centers	41
XI	Current Enrollments of Area High Schools	42
XII	Northland Pioneer College Projected FTSE	42
XIII	Physical Facilities Inventory - Fall, 1975	48
XIV	Comparitive Space in Community Colleges With Similar Characteristics	51
XV	Initial Year Enrollment Comparison - Arizona Community Colleges	52
XVI	Navajo County Population Estimates By NPC 20-Mile Radius of Proposed Mini-Centers	53
XVII	Space Needs	54
XVIII	Percentage of Total Space Needs of Individual Centers Over Next 10 Years	54
XIX	NPC Faculty Data 1975-76	65
XX	Faculty Verification Factors	66
XXI	Faculty Projections	67
XXII	NPC Projected Budgets, 1977-1982	69
XXIII	Budget for Utilities and Maintenance	69
XXIV	NPC Projected Capital Outlay, 1977-1982	69
XXV	NPC Utilities Estimate for One Site	70
XXVI	Proposed 6.5 Navajo County Community College District Bonds (New)	73
XXVII	Cost Comparison - Arizona Community College System	74
XXVIII	Comparison Community College Budget by Function, 1974-75	76

INTRODUCTION AND STATEMENT OF PURPOSE

Several studies have been made to determine the feasibility of a community college for Navajo County. At this time in the history of the development of the institution, it has become evident that all previous information and projections needed to be gathered and placed in one volume for future use by college planners. This publication is a result of that expressed need.

A committee was formed and began meeting in late October with the purpose of gathering and organizing the information that would be useful in planning and implementing a bond election for future college growth. All previous feasibility studies and projections had indicated substantially lower enrollment figures than has been realized. The increased enrollment, due in part to the mini-center concept, has created a need for college-owned facilities. The question posed for this committee was "Where do we go from here?" The committee hopes that the information gathered and presented in this volume will be of value in future planning for Northland Pioneer College.

HISTORY AND ECONOMICS OF NAVAJO COUNTY

Navajo County is a rural county located in northeastern Arizona. It is bordered by the counties of Coconino to the west, Apache to the east, Gila and Graham counties adjacent to the south, and stretches north to the Utah border. The County varies in width from 40 to 50 miles and is 225 miles long. Because of the primitive roads on the Indian Reservations and the mountainous as well as desert terrain, it is necessary to travel over 300 miles by road when traveling from one end of the County to the other.

The elevations of the County range from 4850 feet in the valley of the Little Colorado River to over 7500 feet. The climate varies from arid, desert-like portions to a mountainous, heavily forested area. The former have average minimum temperatures of 39.8 degrees, maximum average temperatures of 70.5 degrees and 7.34 inches of precipitation a year. The latter has an average minimum temperature of 30.8 degrees, average maximum temperature of 62.3 degrees and average precipitation of 24.7 inches per year.

Almost 70 percent of Navajo County is Indian Reservation land. Eighteen percent of the land is privately owned which contains 17 small communities - Winslow, Joseph City, Holbrook, Sun Valley, Snowflake, Taylor, Heber, Overgaard, Aripine, Claysprings, Pinedale, Linden, Woodruff, Shumway, Show Low, Lakeside, and Pinetop. The population of each of these communities is shown in Table I.

Table I. POPULATION - NAVAJO COUNTY (Off Reservation)

	1970	1972	1973	1975
Winslow	8,066	8,009	7,478	7,800
Joseph City	800	N/A	N/A	N/A
Holbrook	4,759	N/A	4,944	5,100
Show Low	2,129	N/A	2,790	3,302
Snowflake	1,977	N/A	2,189	2,510
Taylor	888	N/A	N/A	1,472
Heber	960	N/A	N/A	N/A
Pinetop/Lakeside	2,600	N/A	3,000	3,800
Sun Valley	125	N/A	N/A	N/A
Woodruff	140	N/A	N/A	N/A
Shumway	50	N/A	N/A	N/A
Aripine	50	N/A	N/A	N/A
Pinedale	100	N/A	N/A	N/A
Claysprings	230	N/A	N/A	N/A
Linden	50	N/A	N/A	N/A
Overgaard	175	N/A	N/A	N/A

Total Population Estimate of Navajo County 55,800

Employment

Current employment is estimated to be approximately 15,000. Projected employment by industrial classification can be examined in Table II. The current unemployment rate in Navajo County is 8.9 percent. It is expected that this unemployment rate will decrease in direct proportion to the improvement of the overall economy. Many of those

Table II. NAVAJO COUNTY PROJECTED EMPLOYMENT BY INDUSTRIAL CLASSIFICATION

	1970	1971	1972	1973	1974	* 1975	* 1976	* 1977	* 1978	* 1979	* 1980
Manufacturing	1,638	1,225	1,200	1,150	1,300	1,317	1,317	1,328	1,500	1,590	1,685
Mining	101	175	-	200	250	250	250	250	250	265	280
Contract Construction	998	475	600	450	925	1,100	1,200	1,200	1,225	1,298	1,376
Transportation	1,500	1,375	1,400	1,475	1,575	1,590	1,590	1,600	1,726	1,830	1,940
Wholesale and Retail	2,238	2,000	2,175	2,250	2,275	2,500	2,600	2,650	2,700	2,862	3,034
Finance, Insurance, and Real Estate	221	200	-	206	250	250	250	250	288	305	324
Services	1,607	2,100	2,725	2,700	2,625	2,800	2,890	2,950	3,030	3,211	3,404
Government	2,632	3,250	3,475	3,500	3,300	3,700	3,800	3,875	3,900	4,134	4,382
Agriculture	452	225	200	200	300	300	300	300	300	318	337
Other Nonagriculture	229	1,100	1,125	1,125	1,575	1,600	1,600	1,620	1,769	1,875	1,988
Not Classified	237	-	450	744	600	600	600	600	600	637	674
TOTAL EMPLOYMENT	11,853	12,125	13,350	14,000	14,975	16,007	16,397	16,623	17,288	18,325	19,424
Percent Increase		.02	.10	.05	.07	.07	.02	.01	.04	.06	.06

*Projected

unemployed in Navajo County are so because of the lack of specific skills required by available jobs. As a result, companies involved in major construction projects have recruited out-of-county workers to fill job slots within Navajo County.

According to the Arizona Department of Economic Security, Research and Statistics Bureau publication, Arizona Manpower Projections to 1980, "The total employment in Arizona is projected to rise from a 1970 census of 614,100 to 1,031,400 in 1980."(1:1) The report further states that service-producing industries will outgrow goods-producing industries, a trend which is nationwide but will be even more pronounced in Arizona. The report indicates the only industry that is expected to decline is agriculture. As noted in Table II, agriculture does not employ a significant number of persons in Navajo County. Services and service-related occupations do account for a large proportion of the employed people in the County. It can be assumed that the trend indicated for the State of Arizona will also hold true for Navajo County. Northland Pioneer College must consider this in planning programs of occupational education.

It can be noted in Table III that a large number of Navajo County employers employ from 1 to 7 people. This indicates that a variety of skills may be necessary in order to find employment in Navajo County, and that schools

Table III. BUSINESS ESTABLISHMENTS AND EMPLOYMENT IN ARIZONA - 1972

	Number of Establishments	Number of Employees	Average Employment Per Establishment
Apache	210	4,309	21
Navajo	601	6,266	10
State	32,249	502,991	16

Number of Establishments by Employment-Size Class

	1-7	8-19	20-49	50-99	100-499	500 & More
Apache	133	46	15	9	5	2
Navajo	436	106	42	9	7	1
State	22,089	5,944	2,700	876	553	87

	Agriculture & Forestry	Mining	Contract Construction	Manufacturing	Transportation & Utilities
Apache	1	2	13	17	7
Navajo	2	5	48	30	33
State	418	139	3,316	1,729	840

	Wholesale Trade	Retail Trade	Finance Ins. & R. E.	Services	Unclassified
Apache	9	84	10	63	4
Navajo	23	266	27	163	4
State	2,390	9,009	2,807	10,285	1,316

Employment By Industry In Arizona

	Agriculture	Mining	Contract Construction	Manufacturing	Transportation & Utilities
Apache(1972)	175	50	225	725	400
Navajo(1972)	200	W	600	1,200	1,400
State (1975)	21,700	23,600	50,300	99,400	39,400

	Wholesale & Retail Trade	Finance Ins. & R. E.	Services	Government	Unclassified
Apache	775	100	2,550	3,125	350
Navajo	2,175	W	2,725	3,475	1,125
State	174,800	42,200	131,500	169,400	68,200

SOURCE: Arizona Manpower Review, 1973, Economic Security Pub. Arizona Manpower Newsletter, October, 1975, Economic Security Publication.

offering training for job entry must consider the variety of jobs available. A list of businesses listed in Navajo County phone directories can be examined on pages 8-10.

Tax Base

Between 1972 and 1975 the assessed valuation in Navajo County increased 73 percent. Through the advice of bonding consultants, the college has projected the assessed valuation for Navajo County over the next 16 years. These data appear in Table XXVI. Corporate taxpayers pay a major share of the property taxes in Navajo County. Twenty taxpayers pay 68.1 percent of the tax burden. A list of the major corporate taxpayers and the respective percentage of the tax paid is as follows.

Table IV. MAJOR CORPORATE TAXPAYERS

Corporate Taxpayers	1975-76 Assessed Val.	% of Dist. Total
Arizona Public Service	42,511,794	27.7
Peabody Coal Company	19,800,000	12.9
Southwest Forest Industries	9,070,680	5.9
El Paso Gas	6,343,556	4.1
Western States Telephone	5,613,572	3.7
Black Mesa Pipeline Company	3,885,801	2.5
Transwestern Pipeline Company	3,048,783	2.0
American Telephone & Telegraph	2,694,359	1.8
Sante Fe Railroad	2,633,132	1.7
Navopache Electric	2,003,047	1.3
Mountain States Telephone	1,293,713	.8
Southern Union Gas	1,165,424	.7
City of Los Angeles	1,002,837	.6
Salt River Project	920,825	.6
Apache Railroad	776,645	.5
Nevada Power Company	587,101	.4
Navajo Communications	458,821	.3
Arizona Water Company	437,269	.3
Four Corners Pipeline	330,615	.2
Cablecom, Inc.	213,300	.1

Table V. LIST OF BUSINESSES IN NAVAJO COUNTY

Accountants (Certified)	5
Accountants (Public)	6
Adjusters	3
Air Conditioning Contrs.	4
Air Conditioning-Repair	6
Aircraft Charter	1
Air Line Companies	2
Ambulance Service	2
Mortuaries	2
Office Supply	2
Antique Dealers	4
Art Galleries	6
Artists' Materials & Supplies	2
Asphalt & Asphalt Products	1
Attorneys	14
Auto-Body	13
Auto-Dealers	16
Auto-Dealers (Used)	3
Auto-Electric Equipment	1
Auto-Supplies (New)	10
Auto-Wreckers	4
Auto-Leasing	3
Auto-Repair	28
Bakers	4
Banks	9
Beauty Salons	26
Bookkeeping Service	5
Brake Service	3
Building Contractors	12
Building Supply (Lumber Supply)	7
Bus Lines	5
Cabinet Makers	4
Camper Sales	6
Campgrounds	5
Camps	2
Carpet-Rug Dealers	13
Cement-Retail	1
Chamber of Commerce	5
Ceramic Products	4
Chiropractors	7
Churches	66
Cleaners	8
Clinics	12
Clubs	5
Cocktail Lounges	15
Credit Unions	3
Curios	10
Concrete Products	10
Concrete - Ready Mix	1
Dairies	5
Dairy Products-Retail	3
Dairy Products-Wholesale	1
Data Processing Service	2
Day Nurseries	2
Dentists	14
Dentists (Orthodontists)	1
Department Stores	14
Dog & Cat Grooming	1
Dormitories	2
Dry Wall	1
Electric Appliances-Major	2
Electric Contractors	12
Electric Light & Power Co.	7
Employment Agencies	2
Engineers-Agricultural	1
Engineers-Civil	2
Engineers-Consulting	3
Engineers-Photogrammetric (Out of Phoenix)	
Escrow Service	4
Excavating Contractors	8
Exterminating & Fumigating	2
Fabric Shops	6
Feed Dealers	13
Fence Company	1
Financing	1
Fire Departments	10
Florists	5
Fraternal Organizations	8
Funeral Directors	2
Garbage Collection	1
Gas Company	2
Gas-Liquefied Petroleum (Bottled & Bulk)	4
American Oil Products (Gasoline-Wholesale)	4
General Contractors	25
General Merchandise (Retail)	8
Gift Shops	10
Glass-Auto, Plate, Window, Etc.	12
Grocers-Retail	36
Hardware-Retail	5
Heating Contractors	6
Heating Equipment	6
Hospitals	4

Table V. Continued

Hotels	15
Humane Societies	1
Insurance	40
Janitors' Supplies	1
Jewelers	10
Kennels	2
Labor Organizations	2
Ready to Wear (Ladies)	12
Laundries	5
Laundries (Self Service)	10
Lawyers	14
Libraries	4
Liquors	10
Lenses	1
Linen Supply Service	1
Linoleum Dealers	1
Loans	4
Locksmiths	3
Lumber Supplies (Retail)	13
Machine Shops	3
Mail Order Distributors	5
Mason Contractors	1
Medical Clinics	4
Men's Clothing	2
Missions	4
Mobile Home Dealers	12
Mobile Home Parks	17
Mortgages	3
Motels	83
Motorcycles	2
Moving & Storage	5
Museums	1
Musical Instruments-Dealers	1
Musical Instruments-Repair	1
Newspapers	7
Notaries (Public)	4
Office Supplies	1
Oil Marketers	11
Optometrists-O.D.	7
Paint (retail)	8
Painting Contractors	13
Parks	1
Paving Contractors	3
Pest Control	2
Pet Shops	1
Pharmacies	8
Photographers	2
Physicians & Surgeons, M.D.	12
Pipe Cutting & Threading	1
Pipe Line Contractors	1
Pizza Restaurants	5
Plumbing Contractors	8
Plumbing-Drain & Sewer Cleaning	4
Plumbing-Fixtures & Supplies (New-Retail)	3
Police Departments	9
Poultry Equipment & Supplies	1
Printers	6
Pumps	5
Radio Service	3
Radio Stations	4
Railroads	4
Ranches	6
Real Estate	46
Recreation Centers	1
Real Estate Developers	3
Refrigeration Service	4
Refrigerators & Freezer Serv.	6
Remodeling Contractors	1
Resorts	28
Rest Homes	2
Restaurants	53
Road Building Contractors	3
Road Service (Automotive)	9
Rock Shops	2
Roofing Contractors	1
Roofing Materials	1
Safes and Vaults	1
Savings & Loan Associations	1
Sand and Gravel	6
Saws	2
Sawmills	1
Schools	13
Septic Tanks (Service)	5
Septic Tank (Cleaning)	5
Service Stations	103
Sewing Machine Centers	5
Sheet Metal Work	2
Shoe Repairing	3
Shoes (Retail)	1
Sign Companies	3
Silversmiths	1
Skiing Resorts	1
Snow Vehicles	4
Social Service Organizations	2
Sporting Goods-Retail	7
Surveyors-Land	2
Taverns	8
Tax Return Preparation	7
Taxicabs	2
Taxidermists	2
Telegraph Companies	1
Western States Telephone Co. (Communities Served)	7

Table V. Continued

Television CATV Companies (Offices)	2
Television Dealers	2
Television Service	7
Theaters	4
Tire Dealers	19
Title Companies	4
Trading Posts	13
Truck Dealers	4
Upholsterers	5
Variety Stores	5
Veterinarians D.V.M.	2
Water Companies	3
Water Well Drilling	4
Welding	6
Wrecker Service	16

Community College Movement in Navajo County

In 1961 a group of Navajo County citizens began meeting to explore the possibilities of a junior college for Navajo County. Since the County had neither the minimum number of potential high school graduates nor the minimum assessed valuation as required by the statutes, Apache County was included as part of the survey area. In 1963, Virgil W. Gillenwater, Coordinator of a survey team from Arizona State College at Flagstaff (Northern Arizona University), submitted a final report of a feasibility study for a junior college in Navajo and Apache Counties.

The survey team reported that there were four aspects of the Apache-Navajo County Junior College District which made it unique among junior college districts in Arizona. One of these was that two counties were involved; a second feature was the geographical shape of the proposed area; third, the sparceness of the population and the location of the population centers presented several problems; and fourth, a large proportion of the total population was Indian. With the exception that the current Navajo County Community College District does not include Apache County, the other three unique aspects still prevail.

The study indicated that the potential enrollment of a junior college would be dependent on the number of people who would be willing to commute from their homes, and the number who would live on the campus or in the community where the college was located. Based on these and other considerations, the committee recommended that Holbrook be established as the site for the community college.

In the appendix of the 1963 study (5:63), the point was made that the Office of the Attorney General indicated a provision was made for the establishment of branch institutions apart from the main campus of a junior college and that this might be a possibility for the proposed district. The study further states that interested persons within the two-county area made it clear that this procedure would be desirable.

As a result of this study and the anticipated reluctance of the citizens of the area to accept Holbrook as a site for a two-county community college district, community groups went back to work and in 1969 began to make serious motions of creating a community college district in Navajo County. A petition was filed with the Navajo County School Superintendent who verified that it contained the proper number of signatures and was sent to the State Board of Directors for Community Colleges of Arizona on July 9, 1969. The Board named a committee from its membership, and a consultant was assigned to the project of producing a Navajo County Community College feasibility study in June of 1971. This study was completed between June and November of 1971, and on November 15th, Dr. A. Maurice Capson of Capson Ed-Visors Educational Planning, submitted their final report to the State Board of Directors for Community Colleges of Arizona.

Discussions with various members of that committee indicate that there was a reluctance on the part of the State Board and the State Legislature to appropriate the initial $10,000 to fund the study. Funding came as a result of many visits to Phoenix by interested citizens of Navajo County.

Dr. Capson recommended that the proposed community college for Navajo County be established even though its basis was marginal because of the assessed valuation and the high school enrollment projections. He indicated that the community college was needed because of the complete lack of higher education facilities and the isolation of Navajo County within the State of Arizona. The report also recommended that branches of the College should be established as soon as possible, realizing the difficulty of many people to attend because of employment and distance to the proposed main campus which he recommended be at Holbrook.

Another of Dr. Capson's recommendations was that the proposed establishment of the College be postponed if the designated location or other considerations would adversely affect the public willingness to support the project. This apparently was the feeling of the first governing board which was appointed by the Navajo County School Superintendent in the Fall of 1972. Having sent two of its members to the National Association for Community and Junior Colleges annual conference held in Anaheim, California, the two Board representatives came home from that meeting supporting a concept of mini-centers. This was based upon their feeling that no single community in Navajo County could support the proposed institution, and other communities would oppose the establishment of a single campus in the Holbrook area. With the sparse population it was felt that voter approval was necessary from all sections of the County.

Meanwhile, a request for $500,000 of matching funds for the initial building construction was being processed through the Arizona legislature. This application, although automatic according to the statutes, was not so automatic for the Navajo County Community College District. Legislators voted not to appropriate the $500,000 to Navajo County Community College until a bond election was held and the County residents had firmly committed themselves to a building program. Again, interested citizens of Navajo County found themselves making trips to the Phoenix area in an attempt to avoid movements designed to kill the proposed community college in Navajo County.

When the community college question was taken to the voters of Navajo County in September of 1972 (See Table VI), Navajo County citizens voted to proceed with the community

Table VI.
SHALL NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT BE FORMED?
FALL, 1972

	Yes	No
Winslow	1,186 (73%)	420 (27%)
Holbrook	1,247 (81%)	284 (19%)
Snowflake	302 (33%)	603 (67%)
Show Low	619 (38%)	1,025 (62%)
Reservation North	1,513 (84%)	295 (16%)
Reservation South	239 (76%)	77 (24%)
TOTAL	5,106 (65%)	2,704 (35%)
On Reservation	1,752 (82%)	372 (18%)
Off Reservation	3,354 (59%)	2,332 (41%)
Winslow #1	113	11
Winslow #2	146	53
Winslow #3	218	108
Winslow #4	201	59
Winslow #5	122	55
Winslow #6	255	96
Winslow #7	131	38
Dilkon	61	1
Keams Canyon	158	12
Oraibi	30	9
Polacca	37	8
Teas Toh	72	9
Toreva	16	8
Holbrook #1	401	78
Holbrook #2	336	60
Holbrook #3	345	63
Chilchinbeto	88	31
Hardrocks	188	5
Indian Wells	141	9
Joseph City	115	72
Kayenta	249	172
Shonto	64	19
Woodruff	50	11
Piñon	275	6
Greasewood	134	6
Snowflake #1	71	152

Table VI. Continued

	Yes	No
Snowflake #2	119	222
Taylor	112	229
Show Low #1	120	152
Show Low #2	171	175
Lakeside	146	239
Pinetop	83	238
Whiteriver	197	67
Cibecue	42	10
Heber	48	87
Clay Springs	7	53
Overgaard	26	33
Pinedale	9	27
Linden	9	21
TOTALS	5,106 (65%)	2,704 (35%)

college plan by a 3 to 1 vote. So it was that on January 1, 1973, the future Northland Pioneer College was founded. The Board set out to find a president who would agree with the mini-center approach to community college education; and on July 1, 1973, Mr. Edwin R. Sorensen was appointed the founding president of Northland Pioneer College.

The President and his staff immediately sought to locate facilities that would be acceptable for community college classes in each of the communities that were to be served. Contacts were made with public school officials and their support was solicited. Letters verifying this support can be found in the appendix. Although high school facilities were pledged as possible sites for evening classes, college officials realized that daytime facilities must be found. A procedure for a facility inventory was established, and college officials began searching each community. Potential buildings were located in each community and as per State Community College Board requirements, a facilities visitation was scheduled for October 25, 1973.

Many community colleges have histories of starting as "storefront" colleges. Colleges have used church buildings, abandoned warehouses, airplane hangars, and other buildings for initial classes. NPC officials had no reason to believe that this concept would not be acceptable in Navajo County - however, this was not to be the case for

Northland Pioneer College. As a result of the State Board Facilities Committee visit to the County, most of the buildings previously figured into NPC planning were considered to be unacceptable by this committee. Reasons given were that the facilities did not meet OSHA requirements, insufficient parking areas, and too much remodeling would be involved in order to make them acceptable. It was back to the drawing boards for NPC planners. Although many college and school districts function in facilities which are permanent and do not meet the standards that were set for NPC, Navajo County Community College District was going to be forced to come up with something better.

By early spring of 1974, the following facilities had been located and, with some expense on the part of Navajo County Community College District, could be remodeled to meet the minimum specifications established by the State Board for Community Colleges: In Winslow, the Civic Center and the Theodore Roosevelt school were to be used; in Holbrook, the Owens building was to be leased along with a former Phillips Petroleum Company service station; in Snowflake, some old Bureau of Indian Affairs dormitories which were abandoned and turned over to the local school district had been secured (these, too, would be remodeled to meet the standards that had been established); in Show Low, the old Josephine Goldwater Hospital was to be remodeled and leased from the City of Show Low. In addition, an abandoned Phillips Petroleum service station would be leased and used for automotive classes. It was two weeks into the Fall semester before all of the facilities listed above were prepared for occupancy by the students.

During the 1973 academic year, Northland Pioneer College administrators were busy seeking qualified staff members to be employed as the founding faculty of the institution. Nearly 4,000 letters of inquiry and applications were received by the college. Of the 4,000, seventeen full-time faculty were hired to begin the 1974-75 school year. Enrollment exceeded all possible expectations! Dr. Capson and other planners had projected a full-time student equivalent of 515 students. The administration felt that this was a reasonable projection; but because of the lack of facilities, members of the State Board for Community Colleges recommended that the estimated enrollment be reduced to 350 for the first year. Problems related to budget, facilities, and staff were experienced when 2,010 people equating to 606 full-time student equivalents were enrolled during Fall semester 1974.

The District Governing Board was then faced with the prospect of building new facilities to accommodate the increasing number of people desiring to attend the new community college. In August of 1974, the District Governing Board authorized the college administration to pursue the necessary steps in order to plan a possible building program. The building program was discussed at each Board meeting from August, 1974, to the present.

On September 20, 1974, the first notification of the pending building program was published in the White Mountain Independent. Although enrollment has continued to increase, planning is still going on to determine the appropriate needs for the Institution.

GOALS AND OBJECTIVES OF NORTHLAND PIONEER COLLEGE

Philosophy of Community College Education

The community college education program in Arizona was officially established with the passage of Title 13, Chapter 6, in 1960.(8:5) There were two two-year colleges operating before that date, Eastern Arizona College and Phoenix College. Although neither one of these schools carried the name "junior college," the law coming into effect in 1960 has been referred to as the Junior College Law. The legislature in naming the system "The Junior College" was probably an error because they were attempting to establish a community college system.

There are important differences between a junior college and a community college. A junior college is organized with one major goal, that of providing the first two years of college study toward a four-year college degree program. The community college is designed to meet the needs of the local community. Programs that are offered in a community college generally fall into three general categories:

1) transfer programs designed for the first two years of a four-year college degree;

2) occupational programs which are designed for immediate employment; and

3) self-improvement and enrichment programs which are desired by people to fulfill personal needs.

Edmund J. Gleazer, Jr. states in his book, This Is The Community College, "The Community College is not just for kids, nor is its field of service bounded by the parking lots. Rather, it is an educational source center which age is no object and the district is its campus."(6:82) This statement probably best says what Northland Pioneer College is attempting to do when the College states that it is trying to take the education to the people. Northland Pioneer College has stated that one of its five goals is that of serving the continuing educational needs of the people of Navajo County. It is common knowledge that everything cannot be learned in two years, four years, or twelve years. Expanding knowledge of the needs and interests of the learner calls for a new and broadened look at what are legitimate educational offerings.

As a person grows older, his or her needs change from vocational and transfer to needs related to personal enrichment, leisure time activity, job advancement, and general education. It has been estimated that by the year 2,000 the average American will be 50 years old. The community college students are already much older than are those of traditional four-year colleges, averaging

27 to 30 years of age with many people in their 40's and 50's enrolled. Their educational needs and interests represent a challenge to community colleges.

In the publication, The Community College System In Arizona by C. Theodore Kraft, he points out that one of the goals of the system is to provide continuing education. He states, "The community colleges meet needs that no other organization can meet."(8:44) Most of these needs are in the continuing education and community services area of concern. Dr. Kraft also points out that the community colleges have an obligation to provide educational opportunities for senior citizens. He further states that these opportunities fall in the area of non-credit and thereby are self-supporting and are not financed by local or state funds. This may be discriminatory. The very people who have paid the most taxes for educational purposes over the longest period of time are denied the opportunity for educational opportunities which they have provided for others for many years. Obviously, not all of the needs of the senior citizens will be like the needs of the 18 year olds. The community college should respond to the increasing educational needs of our nation's greatest asset -- the senior citizen.

The community college has been characterized by a willingness to try to provide for new educational needs and probably has been criticized because it "attempts to do all things for all people." Its open-door admission policy has made it the most popular educational institution in the country today, but that policy has also created several challenges. It is popular to believe that everyone should be given the universal availability of public education through the 14th year. Many people have been denied this opportunity because they cannot afford to leave home to attend college. Since more people with varied needs are attending the community college, it is apparent that the community college must be much more than the lower half of a college or university. As previously stated, the community continually studies the needs of its constituency and provides any course of two years or less that will be socially desirable. This multiple function is difficult for many people to understand. The number of hours or credits earned will become less important, while the goals obtained by the students involved will become more important and should become the basis of accountability.

The question is often asked, "When will this two-year institution become a university or a four-year college?" James W. Thornton in his book, The Community Junior College, bests states the position of most community college administrators; "Because of the breadth of their purposes, few community junior colleges should aspire to four-year status. A true community junior college, basing its offerings on known needs of its region, will find that it has an exacting and rewarding task; it has an individuality and the prestige which its faculty will not willingly jeopardize for the opportunity to become a four-year college of more limited scope."(13:35)

The community college also has a responsibility to provide guidance services. Many universities and colleges feel that the faculty members or others on the staff should assign students to the proper course. The drop-out rate has proven this procedure to be unwise. Again quoting Thornton, "In a culture which values the concept of individual responsibility and personal freedom, we must protect as far as we can the student's rights to choose for himself and to take the consequences of his choice, right or wrong. But such insistance on the student's choice is a travesty of freedom unless the student has adequate information about the nature and purpose of the several available curriculums, about his own personal educational qualities, and about employment opportunities for those who complete the various courses. The provision of this information is the task of the guidance program"(13:40) Many students enter the community college with an unrealistic concept of their abilities, interests, and motivations. Failure to address these conditions in a serious way leads to a waste of effort and an unhappy constituency.

Northland Pioneer College is committed to the principle of providing educational opportunities for all the citizens of Navajo County. All individuals have the right to select and seek out their own goals. The college is dedicated to providing each individual with an avenue of choice concerning job preparation, social and cultural improvement, and/or programs leading to degrees beyond the community college.

Goals and Objectives of Northland Pioneer College

GOAL #1: To provide the opportunity for vocational/technical and semi-professional educational programs for students now employed or who are contemplating employment in business, government, or industry upon completion of their work at Northland Pioneer College.

Objective 1.1

Northland Pioneer College will develop programs in 16 occupational areas by 1978.

Objective 1.2

Northland Pioneer College will enroll 40 percent of those attending the College in an occupational, technical, or vocational program within two years of the completion of adequate facilities in which these programs can be offered.

Objective 1.3

Northland Pioneer College will provide placement opportunities for students requesting such services.

Objective 1.4

Northland Pioneer College will utilize advisory committees for every occupational area developed by the College.

Objective 1.5

Follow-up studies of students graduating or completing occupational programs will be made one year after the completion.

Objective 1.6

One overall advisory committee for occupational programs will be established by Fall, 1976, to explore new program possibilities and to coordinate the occupational advisement effort of Northland Pioneer College lay committees.

GOAL #2: To provide university parallel courses acceptable at all the universities or four-year colleges.

Objective 2.1

At the end of each year a follow-up study will be completed to determine the number and status of Northland Pioneer College transfer students.

Objective 2.2

Northland Pioneer College will submit a list of all the classes for evaluation for inclusion in the Course Equivalency Guide that is published by the Arizona Higher Education Coordinating Council.

Objective 2.3

A suggested program of study in each discipline will be developed for students planning to transfer to a university with the Associate of Arts or the Associate of Science degree.

Objective 2.4

Each student attending Northland Pioneer College will have the opportunity to develop an educational plan with the assistance of an educational planner to facilitate transfer to the university.

Objective 2.5

A core of transfer courses will be offered in each NPC Center on a rotating basis so that each student will have the opportunity to obtain an Associate of Science or an Associate of Arts degree.

GOAL #3: To establish mini-centers throughout Navajo County to provide educational opportunities for all of the people desiring to attend the College.

Objective 3.1

Northland Pioneer College will establish seven Centers by 1976. The Centers will be in Snowflake, Show Low, Holbrook, Winslow, Oraibi, Kayenta, and Whiteriver.

Objective 3.2

Each Center will have a Coordinator of Programs.

Objective 3.3

A schedule of not less than 20 courses will be offered in each NPC Center.

Objective 3.4

By 1980 additional Northland Pioneer College Centers will be established in Springerville, St. Johns, and Heber, Arizona.

GOAL #4: To provide opportunities in continuing education to the people of Navajo County.

Objective 4.1

During 1976-77 and subsequent academic years, community needs and interests will be continuously assessed by business, public, and personal contacts in each community as evidenced by annual reports to the college president.

Objective 4.2

By the end of the 1976-77 school year, 20 non-credit adult vocational programs serving 400 people in need of supplementary training and vocational upgrading will be conducted as evidenced by enrollment data.

Objective 4.3

By August, 1976, 20 programs to prepare 200 students for the G.E.D. battery will be conducted as evidenced by quarterly reports to the Arizona State Vocational Education Division.

Objective 4.4

By 1980, the number of adults in the county having less than the equivalent of a high school diploma will be reduced by 25 percent.

Objective 4.5

The College will, by 1982, average at least 25 community-service oriented programs annually in each of the four major communities of the district as evidenced by annual reports to the President of the College.

Objective 4.6

By 1980 the College will increase by 50 percent the number and type of courses taught in the small center areas as evidenced by enrollment data.

GOAL #5: To provide a system of Student Development which will include admissions and registration, guidance and counseling, educational planning, financial aid and placement, student government and co-curricular activities, and other related programs.

Objective 5.1

To provide a student information system which allows for the admission, registration, and permanent record of each student.

Objective 5.2

To provide students with opportunities for life and career decision-making through guidance, counseling, and testing.

Objective 5.3

To offer degree-seeking and other students an opportunity for educational planning.

Objective 5.4

To provide financial assistance to each student who qualifies according to institutional, state or federal guidelines.

Objective 5.5

To provide a system for student involvement in institutional decision-making.

Objective 5.6

To offer a wide variety of co-curricular activities.

Objective 5.7

To offer placement assistance to students transferring to other institutions, to students seeking program-related work experiences, and those seeking partial or full-time employment.

STUDENT BODY CHARACTERISTICS

In attempting to provide a comprehensive description of the students who attend Northland Pioneer College, it is necessary to review historical as well as current information. This section will cover the initial planning phase prior to the opening of NPC doors in 1974 through projections of potential students for the coming years.

Manpower Planning Resource Document, December, 1973

In the introduction portion of the Document, it was stated that the purpose of the report was "to consider NPC's responsibility to Navajo County for human resource development."(11:iv) It was further stated that "one primary resource document used to obtain information for this study is a Student Needs Questionnaire during Fall of 1973."(11:iv)

Snowbarger found upon administering the questionnaire above that high school seniors responded with 29 percent stating that they planned to continue their education at a university during 1974. The author concluded that "this means that there is a potential of 71 percent of the high school population who could profit from community college experience."(11:5)

The report showed that a little over 12 percent of the original enrollees in the 9th through the 12th grades in 1972-73 withdrew prior to the end of the school year. Based on that percentage as a constant, it was projected that 462 of the 1,157 9th graders would drop out of school prior to their graduating as seniors in 1976. A startling statistic pointed out in the document was that "according to a Northern Arizona Council of Government's Report, 58 percent of the adults over 25 years of age in Navajo County have less than a high school education."(11:5) Of major concern to all citizens is the future of those, who for various reasons, dropped out of school. The community college offers this segment of our population a "second chance" for self-improvement.

Of significance to the original inquiry of high school students in 1973 is that less than a third of the students planned to go away to a four-year college or university. It has been found consistently throughout the United States that in areas served by community colleges, an increasing percentage of those who actually plan on a post-secondary educational experience are entering the local community college. Further, an increasing number of students who do not plan immediate entry into post-secondary training are also entering the community college for a variety of reasons, from lack of job opportunities for the unskilled or untrained, to the availability of financial assistance while attending.

Recent figures published in the Arizona Statistical Review (3:54) substantiate that in Arizona's system of higher education there has been a disproportionate number of students entering the community colleges as compared with those entering the senior institutions in the state. In 1971 there were 70,221 students enrolled at the four-year institutions and 50,827 in community colleges. Three years later in 1974, there were 78,168 students at the senior institutions and 81,443 students at the community colleges. Over the period, the four-year schools had an enrollment increase of about 8,000 students while the community colleges increased approximately 30,000.

Enrollment Statistics at NPC for Fall, 1974, through Fall, 1975

The original expectations for Fall Semester, 1974, regarding student enrollment by the State Board of Community Colleges was approximately 1,000 head count and funding for 350 FTSE (full-time student equivalents). Actual registration statistics have by far exceeded all projections as elicited in Table VII. By Spring Semester, 1975, the original projected head count had tripled and the FTSE had far more than doubled. Table VIII depicts the hometown residence statistics for students, and Table IX shows

Table VII
NPC ENROLLMENT STATISTICS FALL, 1974 - FALL, 1975

	Fall 1974	Spring 1975	Summer 1975	Fall 1975
Total Head Count	2,010	3,101	570	2,993
Total FTSE	606	981	199	993
Full-Time Students	139	328		372
Part-Time Students	1,871	2,773		2,621
Vocational	668	1,072		1,117
New	2,010	[illegible]90	280	1,849
Returning	-0-	811	290	1,144
Caucasian	1,565	2,483		2,271
Indian	302	422		515
Mexican-American	112	154		168
Black American	23	35		29
Other	8	7		10
In-County	1,814	2,686		2,607
Out-County	196	412		386
High School Seniors	54	63		175
18 years of age or older	1,506	2,038		2,818
Average Credits Per Person	4.53	4.75		4.98
Total Veteran	81	265	*554	369
Full-Time	50	179		256
3/4-Time	10	36		38
1/2-Time	21	50		75

*Navajo Vet Special Program

Table VIII. RESIDENCE STATISTICS (BY HOMETOWN)

Navajo County	Fall '74	Spring '75	Fall '75
Holbrook	320	497	483
Winslow	420	601	536
Snowflake	217	268	272
Show Low	210	264	242
Bacobi	0	1	0
Cibecue	4	2	14
Clay Springs	5	4	12
Dilkon	0	4	3
Ft. Apache	7	6	15
Hawley Lake	1	0	0
Heber	6	30	27
Hotevilla	25	20	23
Indian Wells	2	9	6
Joseph City	41	74	99
Kayenta	120	168	143
Keams Canyon	20	51	28
Lakeside	86	141	157
Oraibi	30	64	42
Overgaard	10	11	32
Petrified Forest	0	9	0
Pinedale	16	9	9
Pinetop	45	77	85
Piñon	0	5	6
Polacca	27	55	43
Poleahla	1	0	0
Second Mesa	21	50	33
Shonto	21	28	4
Sun Valley	5	2	7
Taylor	46	83	85
White Mountain Lake	6	4	7
Whiteriver	83	139	185
Woodruff	12	9	9
	1,807	2,685	2,607

Coconino County			
Cameron	0	0	1
Flagstaff	1	2	4
Kaibito	0	6	5
Leupp	0	4	2
Page	0	4	1
Parks	0	1	0
Tuba City	0	1	0
	1	10	13

Table VIII. Continued

Apache County	Fall '74	Spring '75	Fall '75
Alpine	1	37	7
Chambers	6	10	8
Chinle	2	8	25
Concho	5	2	4
Cottonwood	0	0	1
Cow Springs	1	0	0
Eagar	35	58	50
East Fork	0	0	1
Ft. Defiance	0	1	2
Ganado	2	7	3
Greer	1	2	5
Houck	4	8	5
Lukachukai	0	0	1
Many Farms	0	4	5
McNary	3	10	14
Navajo	4	12	4
Salina Springs	0	1	1
Sanders	40	44	21
Springerville	36	84	53
St. Johns	49	83	99
St. Michaels	0	0	6
Teec Nos Pos	0	1	0
Tolani Lake	0	0	4
Tonalea	1	1	6
Toyei	0	0	1
Tsegi	0	0	1
Vernon	0	1	0
Wide Ruins	0	6	0
Window Rock	0	0	7
	190	380	334

Gila County			
Claypool	0	0	1
Globe	0	0	1
	0	0	2

Greenlee County			
Morenci	0	0	1

Table VIII. Continued

Maricopa County	Fall '74	Spring '75	Fall '75
Buckeye	0	0	1
Glendale	0	0	1
Mesa	0	0	2
Phoenix	0	0	9
Tempe	1	0	1
	1	0	14
Pima County			
Tucson	0	0	4
Santa Cruz County			
Nogales	0	0	1
Yavapai County			
Mayer	0	0	2
Sedona	0	0	1
	0	0	3
Out-Of-State			
Gallup, New Mexico (Window Rock)	0	0	2
Luna, New Mexico (Alpine)	0	13	3
Reserve, New Mexico (Alpine)	0	0	1
Bluff, Utah	0	1	0
Monument Valley, Utah (Kayenta)	0	0	4
	0	14	10

Table IX. COMPARATIVE FTSE COUNT BY CENTER

Northland Pioneer College

Northern Centers	Fall '74	Spring '75	Fall '75
Holbrook	140	187	206
Winslow	134	197	198
Oraibi	30	50	82
Kayenta	30	42	34
Second Mesa	0	24	0
Chinle	0	9	9
Sanders	8	16	8
Keams Canyon	0	14	6
Joseph City	0	6	5
Shonto	4	7	5
Dilkon	0	16	2
Ganado	0	7	0
Hotevilla	3	2	0
Window Rock	0	0	6
Kaibito	0	2	0
Rocky Ridge	2	0	0
TOTAL NORTHERN CENTERS	351	579	561
Southern Centers			
Show Low	135	182	207
Snowflake-Taylor	74	110	103
Whiteriver	0	43	68
Alpine	0	11	2
Heber	0	5	8
Springerville	36	36	18
Eagar	0	0	2
St. Johns	10	15	24
TOTAL SOUTHERN CENTERS	255	402	432
TOTAL ALL NPC CENTERS	606	981	993

the FTSE generated at each mini-center location. In looking at growth patterns as related to student enrollment, Table X provides a FTSE comparison among the seven major center locations. As may be seen, the response by citizens of Navajo and Apache Counties is certainly indicative of a need for post-secondary education. It might further be recognized that the concept of "taking education to the people" has allowed many residents of Navajo and Apache Counties to take courses who potentially would not or could not "go away" to school.

Potential Student Projections

Predicting the future is always an uncertainty, however, given the best information available for the past and present, certain determinations may be made for future planning purposes. Table XI lists the current enrollment of high school students in the NPC service area for both Navajo and Apache Counties, and Table XII gives NPC projected FTSE from the current year status through 1985. As may be seen, there is an increase of students in most high schools. Although the general population fluctuates in relation to natural phenomena such as wars, economy, medical technology and so on, there is reasonable assurance that the potential students entering NPC immediately from high school will be ever-increasing. It is also presently being observed that many citizens of the service area

Table X. NPC FTSE ENROLLMENT BY CENTER

	Fall 1974	Spring 1975	Percent Increase or Decrease	Fall 1975	Percent Increase or Decrease
Northern Centers	351	579	+65%	561	-3%
Southern Centers	255	402	+58%	432	+7%
TOTAL	606	981	+62%	993	+1%
Winslow	134	197	+47%	198	+½%
Holbrook	140	187	+34%	206	+10%
Snowflake	74	110	+49%	103	-6%
Show Low	135	182	+35%	207	+14%
TOTAL	483	676	+40%	714	+6%
Percent of Total Enrollment	(80%)	(69%)		(72%)	
Oraibi	30	50	+67%	82	+64%
Kayenta	30	42	+40%	34	-19%
Whiteriver	0	43	+100%	68	+58%
TOTAL	60	135	+125%	184	+36%
Percent of Total Enrollment	(10%)	(14%)		(19%)	
Other Navajo County	9	76	+1086%	26	-66%
Percent of Total Enrollment	(1%)	(8%)		(3%)	
Other Apache County	56	94	+68%	69	-27%
Percent of Total Enrollment	(9%)	(9%)		(6%)	

Table XI. CURRENT ENROLLMENTS OF AREA HIGH SCHOOLS

High School	Freshmen	Sophomores	Juniors	Seniors	1974 Graduates	1975 Graduates
NAVAJO COUNTY:						
Alchesay	113	87	94	75	64	66
Blue Ridge	115	89	83	75	62	61
Holbrook	258	244	171	149	149	151
Joseph City	38	38	30	25	28	18
Monument Valley	194	166	122	112	77	80
Show Low	102	99	77	80	78	Not Known
Snowflake	179	174	177	175	150	204
Winslow	254	230	208	174	158	171
TOTAL	1,253	1,127	962	865	766	751
APACHE COUNTY:						
Chinle	298	253	224	150	114	164
Ganado	171	135	115	125	76	98
Many Farms	213	165	111	79	113	135
McNary	11	11	4	12	8	Not Known
Round Valley	103	95	102	70	77	70
St. Johns	57	61	51	47	48	42
Window Rock	278	174	165	120	89	Not Known
Valley	78	78	61	54	41	Not Known
TOTAL	1,209	972	833	657	566	509

Table XII. NORTHLAND PIONEER COLLEGE PROJECTED FTSE

	Four Major Centers	Other Navajo County	Other Out-Of-County	Total
1975	676	211	94	981
1976	714	296	90	1,100
1977	739	323	92	1,154
1978	775	337	96	1,208
1979	800	362	100	1,262
1980	804	407	105	1,316
1981	992	414	122	1,528
1982	1,029	429	127	1,585
1983	1,089	421	131	1,641
1984	1,132	442	138	1,712
1985	1,333	467	156	1,956

communities are beginning to take advantage of individual classes or entire programs which they have "always wanted to pursue but haven't had the opportunity." Housewives, shift workers, veterans, senior citizens, former high school dropouts, those for whom English is a second language, high school seniors "testing out" college-level course work, reverse transfers - those who have gone away to College but for various reasons have returned home, all are becoming more and more aware and are taking advantage of the educational opportunities provided by the College.

Current Student Survey

At present, a survey is being conducted at NPC whereby students will have an opportunity to provide information relative to the reason(s) they are attending the College and also offer their observations about institutional strengths and weaknesses. A copy of the survey instrument is included in the appendix.

DELIVERY SYSTEM

The Northland Pioneer College founding board and administration are faced with a significant challenge with the responsibility for designing a delivery system for educational services that would be appropriate for an area as large as Navajo County. In addition to being a large county, there is no center of population that can singly support a community college. Through the efforts of two of the District Governing Board members, the mini-center concept was born; and it was decided to establish four "mini-centers" in the population centers of Winslow, Holbrook, Snowflake, and Show Low. Each of these centers has a population service area of 3500 to 7500 inhabitants.

Initial offices of the College were established in Show Low and Holbrook, and temporary sites for classes were located in each of the four communities. Future growth of the centers is to be determined on the basis of the expressed need of the citizens of the service areas.

Previous estimates of potential students in the district indicated that there would be slightly more than 500 full-time student equivalents. This estimate was judged to be high, and the State Board for Community Colleges recommended that Northland Pioneer College plan for no more than 350 full-time student equivalents. Using the 350 FTSE as a base, space was needed for approximately 1,050 people or slightly over 50,000 square feet of space.

In the search for suitable buildings, planners soon realized that space for conventional classes was easier to find than space for occupational programs requiring lab areas. It was evident that if the programs were to be offered in four centers, much of the equipment and supplies to be used for educational purposes would have to be mobilized. The schedules would have to be arranged so that needed equipment would be available in the Center to be served at specified times. This required NPC officials to adopt a mobile philosophy whereby almost all college equipment must be movable.

Another consideration was that of the Occupational Safety and Health Act requirements for colleges and schools. NPC had not progressed far when these requirements were stressed by architects and facilities planners of the State Board for Community Colleges. Many of the facilities previously selected in each of the communities would need remodeling and additional safety measures in order to meet minimum OSHA requirements. The OSHA situation has been a continuing problem for NPC officials. A consultant has been hired to keep the College informed of violations and steps necessary to comply with the law. Many of the leased facilities cannot comply because of the outdated architecture, construction standards, codes, and deterioration. Initial remodeling and renovation costs for facilites chosen were as follows:

Show Low	$ 92,566
Winslow	31,475
Holbrook	16,171
Snowflake	39,261
	$179,473

With the centers established, college administrators began searching for faculty who would be willing to travel between centers to teach classes to the people of Navajo County. Since that time, NPC faculty have established home: in each of the four communities.

It soon became evident that flexibility must be a prime consideration if facilities being used were to fit the mobile philosophy. Classrooms and laboratories must facilitate multiple use for the many different classes. Since each community expressed differing needs which eventually change over a period of months and years, a room designed for auto mechanics for example, must also be able to accommodate the teaching of building and construction trades classes. Leased facilities presently being used are not adequate. A service station is an excellent substitute for an automotive lab, but a poor choice for building trades or welding technology. NPC officials soon learned that a major problem was that of offering occupational and technical programs in facilities currently available in each of these communities. Whenever possible, high school laboratories are utilized for college classes. However, high school laboratories are normally single-purpose labs and are not equipped and do not provide for the varied college curricula. High school labs can only be used after 4 o'clock in the evening and are used under restrictions imposed by the various high school district governing boards.

Table XIII lists the facilities currently in use by NPC. There are forty-two different locations in the four major centers where college classes are being offered. Community tennis courts, swimming pools, and golf courses will always be utilized. Constructing one or two buildings in each center would reduce the different class locations from those presently being used to one or two in each community. This would add quality control to the educational delivery system of Northland Pioneer College.

Facility Needs

NPC needs multipurpose classrooms and labs in each center. Lab areas must be adaptable to several programs and easily converted from one program to another. They must be large enough to accomodate bulky equipment and appropriate numbers of students, but small enough to not waste valuable space. Each classroom and lab will need

Table XIII. PHYSICAL FACILITIES INVENTORY
FALL, 1975

Center	Purpose
WINSLOW	
1. Former Roosevelt School	Classes, Center Administration
2. Civic Center	HPE, BOC, Activities
3. Former Winslow Machine Shp	Automotive, Welding
4. High School	Special classrooms
5. L.D.S. Church	Classrooms & gym
6. City Fire Sta & Tennis Crt	Fire Science & E.M.T.
7. Riddle home	Music Classes
8. Washington Elementary	HPE, Rec.
9. Painted Desert Cntry Club	Golf
10. 1st Indian Baptist Church	G.E.D. Program
HOLBROOK	
1. Federal Building	Classes, Adm, A/V, Library
2. Former Bicycle Shop	Faculty offices
3. Smith Building	Art center
4. Former "66" Serv. Sta.	Automotive classes
5. Catholic Quonset Hut	HPE, Rec.
6. Henning Buildings	Maintenance & Storage
7. Jr. High Gym & Shop	Gym & Bldg. Trades classes
8. High School facilities	Classrooms
9. 4-H Bldg at Fairgrounds	Upholstery class
10 Hulet School	Classrooms
11. City Golf Course & Pool	HPE, Rec.
12. City Tennis courts	HPE, Rec.
SNOWFLAKE	
1. Former B.I.A. Metal Bldgs	Classrooms & Administration
2. High School facilities	Classrooms
3. Elementary School	Band, gym
4. Jr. High	HPE, Student Activities
5. City Pool & Tennis Courts	HPE, Student Activities
6. Auditorium	Special events
7. Genealogy Library	Non-credit classes
8. The Feed Barn	Welding & BOC classes
SHOW LOW	
1. Goldwater Hospital	Classrooms & Administration
2. Elementary School	Gym
3. Jr. High	Multipurpose

Table XIII. Continued

Center	Purpose
SHOW LOW (Cont'd)	
4. High School	Special classrooms
5. City Tennis Courts	HPE, Rec.
6. Show Low Country Club	Golf
7. Former "66" Serv. Sta.	Automotive
8. Serv. Sta.	Automotive - body
9. Square Dance Club Bldg.	Special Events
LAKESIDE	
1. Pinetop/Lakeside School	Classrooms
2. Elementary School	Special classrooms
3. Blue Ridge High School	Music, I.A., classrooms
FT. APACHE RESERVATION	
1. Old Adjutant Bldg.	Administration offices
2. Whiteriver Elem. School	Classrooms
3. Alchesay High School	Classrooms
4. U.S.P.H.S. Hospital	E.M.T. & classrooms
5. Forestry Training Center	Fire Science
6. Cibeque B.I.A. School	Special classes
NAVAJO RESERVATION	
1. Kayenta Public Schools	Classrooms
2. Shonto B.I.A. School	Classrooms
3. Dilcon B.I.A. School	Classrooms
4. Rocky Ridge B.I.A. School	Classrooms
5. G. W. Bank - Window Rock	Special classes
HOPI RESERVATION	
1. Oraibi Doublewide Trailer	Classrooms, Administration
2. Polacca B.I.A. School	Classrooms
3. Second Mesa B.I.A. School	Classrooms
4. Keams Canyon Public School	Classrooms
5. Hotevilla B.I.A. School	Classrooms
JOSEPH CITY	
1. Public Schools	Classrooms
2. Fire Station	E.M.T. classes
APACHE COUNTY	
1. Valley High School (Sanders)	Classrooms
2. Round Valley H.S. (Eagar)	Classrooms
3. St. Johns High School	Classrooms
4. Alpine Jr. High	Classrooms
5. Alpine Conservation Ctr.	Classrooms
6. Alpine L.D.S. Church	Classrooms

to be appropriately wired, ventilated, and plumbed for a variety of uses.

Storage and office space must be provided adjacent to teaching areas. Storage for student projects is a must so that teaching space is not lost. Offices should be designed so that educational planning for NPC students can take place with reasonable privacy. All areas must be designed for the use of the physically handicapped, and all space must be designed to provide for the changing educational needs of the society to be served.

Being a mobile institution, all teaching space must have easy access to the outside to provide for the prompt moving of equipment in and out of the building. Loading platforms with adjacent movable doors must become an integral part of the teaching space. Mobile labs and units are currently being purchased and equipped to move education to the people.

Space Needs for Northland Pioneer College Centers

The following assumptions were made in order to determine space needs in each of the four Centers of Northland Pioneer College.

1) Enrollment in each center will be equal to 10 percent of the population within a 20-mile radius of the center.
2) FTSE is a reasonable estimate of day-time enrollment

3) FTSE will equal 30 percent of the enrollment through the year 1980, will increase to 35 percent in 1981, and to 40 percent of the enrollment by 1985.

4) Northland Pioneer College will need 150 square feet of space per full-time student equivalency.

5) FTSE is less than head count to be served. NPC ratio of head count to FTSE will not go below 1.8 to 1.

Each of these assumptions was agreed upon through numerous meetings of the study committee for this report. Several colleges were consulted concerning the number of square feet utilized in comparison to the full-time student equivalency. The number of square feet in each of these four institutions can be seen in Table XIV.

Table XIV. COMPARATIVE SPACE IN COMMUNITY COLLEGES WITH SIMILAR CHARACTERISTICS

Institution	Enrollment	Space Per FTSE (Exclusive of dormitories)
Peninsula Community College (Florida)	811 FTSE	166 sq. ft.
Northwest Community College (Powell, Wyoming)	544 FTSE	242 sq. ft.
Pinal Community College (Signal Peak Campus, Coolidge, Arizona)	1254 FTSE	184 sq. ft.
Trinidad State Community College (Trinidad, Colorado)	705 FTSE	325 sq. ft.
Proposed Northland Pioneer College Mini-Centers (Navajo County, Arizona)	1029 FTSE	150 sq. ft

Table XV. INITIAL YEAR ENROLLMENT COMPARISON ARIZONA COMMUNITY COLLEGES

	Year	Head Count	FTSE	Ratio of Head Count to FTSE
**Cochise	1964	1,018	567	1.8 to 1
Mohave	1974	1,521	639	2.4 to 1
Navajo	1974	2,010	794	2.5 to 1
Pima	1970	3,530	2,380	1.5 to 1
**Pinal	1969	2,070	801	2.6 to 1
**Yavapai	1969	801	495	1.6 to 1
**Yuma	1963	966	536	1.8 to 1
*Maricopa	1963	8,873	4,576	1.9 to 1
***Graham	1963	826	629	1.3 to 1

*Mature Colleges, First Year in State System.

**Colleges with Dormitories

Source: Community College Districts of Arizona, Enrollment Information, 1975, Arizona State Board for Community Colleges.

Head count at NPC is presently at a 2.5 to 1 ratio of FTSE. Table XV shows the initial ratio at each of the Arizona Community Colleges. The presence of dormitories tends to reduce the ratio. However, NPC figures are similar to most other rural community colleges. It might be noted that Yavapai has increased its ratio of head count to FTSE from 1.6 to 1 in 1969 to 2.2 in 1975. Not all part-time students, those enrolled for 11 or fewer hours, attend evening classes. Peak day-time enrollment is expected to be equal to or higher than the FTSE count.

It was the opinion of the study committee that the population figures in Arizona Community Profiles, The Arizona Statistical Review, and the Navajo County Planning Program might be overly optimistic. The committee suggested that a more conservative approach to population estimates should be taken. The population figures as reported in the following table are a result of the more moderate approach to estimating taken by the study committee.

Table XVI. NAVAJO COUNTY POPULATION ESTIMATES
BY NPC 20-MILE RADIUS OF PROPOSED MINI-CENTERS

Year	Navajo County	Show Low	Snowflake	Holbrook	Winslow
1970	47,715	5,135	2,721	5,824	8,066
1975	55,800	7,350	3,600	6,600	7,800
1980	65,100	8,463	3,906	6,510	7,950
1981	67,495	9,449	4,050	6,750	8,099
1982	69,979	9,797	4,200	7,000	8,397
1983	72,554	10,157	4,353	7,980	8,706
1984	75,224	10,531	4,513	8,275	9,027
1985	77,993	10,919	4,680	8,579	9,359

Table XVII. SPACE NEEDS

1975 Actual Space Needs

	Pop. Est.	Enrollment	FTSE*	Sq.Ft. Needed**	%
Holbrook	6,600	660	206	30,900	29%
Snowflake	3,600	360	103	15,450	14%
Show Low	7,350	735	207	31,050	29%
Winslow	7,800	780	198	29,700	28%
				107,100	

1982 Projected Space Needs

	Pop. Est.	Enrollment	FTSE*	Sq.Ft. Needed**	%
Holbrook	7,000	700	245	36,750	24%
Snowflake	4,200	420	147	22,050	14%
Show Low	9,797	980	343	51,450	33%
Winslow	8,397	840	294	44,100	28%
				154,350	

1985 Projected Space Needs

	Pop. Est.	Enrollment	FTSE*	Sq.Ft. Needed**	%
Holbrook	8,579	858	343	51,450	26%
Snowflake	4,680	468	187	28,050	14%
Show Low	10,919	1,092	433	64,950	32%
Winslow	9,359	935	370	55,500	28%
				199,950	

*Day enrollment of community colleges usually equal or exceed total FTSE.

**The facility needs projected here are to serve the expected day enrollment.

Table XVIII.

PERCENTAGE OF TOTAL SPACE NEEDS OF INDIVIDUAL CENTERS OVER NEXT 10 YEARS

	1975	1982	1985
Holbrook	29%	24%	26%
Snowflake	14%	14%	14%
Show Low	29%	33%	32%
Winslow	28%	28%	28%
Total Sq. Ft. Needed	107,100	154,350	199,950

Using the population figures as the base, it was now possible to project the number of square feet needed in each of the four centers in 1975, 1982, and 1985. As noted in the table, there will be slight change in the needs over the next ten years. Holbrook will decrease from 29 percent of the need in 1975 to 26 percent of the need in 1985. Snowflake and Winslow will retain the same percentage of total space need. Show Low will increase from 29 percent to 32 percent based upon the projected increase in population in the southern part of Navajo County.

Facility Needed

The NPC administration and board is recommending that the space need problem be resolved by building two major buildings at Holbrook, Show Low and Winslow and one major building at Snowflake. The estimated total construction cost of this project would be $6,536,750.00.

One building would be an occupational and physical science building of approximately 15,400 square feet. The building is composed of fourteen classrooms and teaching spaces with accommodations for mobile teaching vans and twelve staff offices plus storage, restrooms and utility space. The second major building would be a multipurpose building of approximately 19,400 square feet. This building is composed of a large multipurpose assembly, instructional and athletic room, eight classrooms, restrooms, shower and locker areas and eight center administration offices.

In Snowflake a combination building of 23,000 square feet will be built. The building will be composed of a large multipurpose assembly and instructional area, eleven classrooms, storage, restrooms, shower and locker areas and thirteen center and administrative offices.

Preliminary drawings of the three proposed buildings can be examined in Appendix E.

PROGRAM DEVELOPMENT

All occupational programs and many of the academic, transfer-oriented programs are initiated through the advice of and consultation with lay committees. Since all programs at the community college should be based upon the needs of the people, most programs are initiated through a spark in the form of a request by a citizen or an agency desiring some type of educational service. A steering committee is chosen by a Program Specialist or the appropriate Dean to study the feasibility of offering a particular class or series of classes which will become a program. The steering committee is charged with the responsibilities of:

1) determining the need for the program,
2) determining the facilities necessary,
3) describing the program to be offered,
4) making recommendations regarding staffing,
5) studying the financial feasibility,
6) coordinating the program with other existing programs either at Northland Pioneer College or at other community colleges or universities in the state.

This steering committee will come to college officials with a recommendation. If that recommendation is a positive one, (recommending a program), that program will be submitted to a curriculum committee. This committee is composed of professional staff members from the Northland Pioneer College faculty and administration. The committee is responsible for preparing the program in the proper format to be submitted to the State Board for Community Colleges for approval. During the process many revisions and modifications are recommended and each of the groups responsible for curriculum development are kept informed about what has transpired.

When state approval is obtained, and the program is an occupational one, it will be entered into the Vocational Course Bank of Northland Pioneer College and will qualify for what is known as "1.4 funding," that is, such courses are funded by the State at 40 percent more than it funds other courses. When the program has been approved, it will be reviewed by the Higher Education Coordinating Council, and each university will determine whether or not the courses in that program will be transferable to that university on a one to one basis. At the time the program is accepted as a bonafide, on-going program for the College, the steering committee becomes an advisory committee for the program and continually monitors it to assure that the program continues to meet the objectives and the needs as originally established.

All programs of the college receive further review when the North Central Association of Colleges and Secondary Schools visits the NPC campus for accreditation purposes. When Northland Pioneer College programs are judged adequate and all other requirements met, the North Central Association will grant full accreditation status to Northland Pioneer College as an institution. NPC currently enjoys candidacy status with NCA.

In addition to this process, Northland Pioneer College is attempting to evaluate and monitor its own programs through a systems approach which will study five various parts: (1) context, (2) input, (3) process, (4) product, (5) impact. This process is being developed through a faculty and lay committee that has been charged with the responsibility of developing the tools necessary to measure the five parts. A community college is accountable to its environment; and this environment is composed of the state legislature, the State Board for Community Colleges, the local governing board, and most of all, the citizens of the county. In order to accomplish this accountability, Northland Pioneer College will study its efforts in the following areas:

Input Evaluation

Input evaluation identifies the need and provides for an analysis of the need in terms of achieving goals and objectives which will be predetermined by identifying goals and outcomes. The results of input evaluation will be implemented into the decision-making and change process.

Process Evaluation

College officials must determine the criteria for analyzing the existing curriculum and program delivery system. Many of the factors in the process evaluation are closely related to those in the other sections. Evaluation procedures will be developed to examine the curriculum, texts, materials, laboratory techniques, and the relationship each has with the stated goals. Instruction is a major category under process evaluation. The third emphasis will be on facilities and equipment. The process must relate to the goals and facilitate the intended outcomes.

Product Evaluation

NPC will put a major emphasis on product evaluation. Product evaluation is often skimmed over because of the difficulty in getting viable information. The College will seek to evaluate its products, by conducting studies of students who have completed various programs, in terms of employability, ease of transfer to upper division institutions, licensure, and determining a cost benefit relationship for all programs.

Impact Evaluation

Most evaluations of community college educational programs have ignored the impact study. NPC will attempt to measure whether the program actually led to the result or whether the result would have been the same without the efforts of the College. College evaluators will be charged with the responsibility of looking at such criteria as satisfaction of student completor, satisfaction of employers, taxes generated versus the investment in human capital development, promotion and mobility of program completors, and the success or failure of the college transfer student to complete his program. Impact is difficult to measure, but NPC will attempt to study its impact on Navajo County as it continues in its effort to be accountable to the society it serves.

It is obvious that this evaluation effort is an involved and complicated procedure. The responsibility ultimately lies with the administrator in charge of the institution; but taking a broader view, it can be said that everyone involved in the Northland Pioneer College effort must be involved in the evaluation of his or her interests. Society should demand that state legislatures and state community college boards take a closer look at community college education. The district governing board should be sure that it is performing its function of stewardship of taxpayer funds. The college administration must be constantly aware of what is going on at Northland Pioneer College and

and how it relates to the real world. The instructional staff must take a realistic view of what is happening in the classroom and how this activity relates to the objectives of Northland Pioneer College and to the society in which Northland Pioneer College students must be able to perform.

Occupational Education Space Deficiencies

Current facilities do not permit NPC to offer the number of programs in occupational education that are needed by the community. At present, NPC is offering occupational programs in automotive, welding, and office services. The welding laboratory has been in Holbrook and is now in Winslow. Office service and automotive programs are offered in each of the four major centers. The average number of programs offered by a community college in Arizona is 16. NPC will have a minimum of 16 programs as soon as suitable facilities are available. Programs in Law Enforcement, Building and Construction Trades, Forestry, and Fire Science are in the developmental stages at this time. They too will require space.

Although 36 percent of NPC's enrollment is in the occupational courses, many of the courses are at entry level. Advanced courses will require space and equipment. Space for construction trades, automotive, welding, forestry, and related science laboratories do not exist at the time of this writing.

FACULTY AND ADMINISTRATIVE CHARACTERISTICS

Northland Pioneer College is proud of its faculty and administrative staff and desires to provide as many opportunities as possible for each of the faculty to become acquainted with each of the communities served by the College. Table XIX reveals that of the 44 full-time faculty and administrators, six possess an earned doctorate. The majority of the faculty have a Masters degree in the teaching field and many have taken advanced studies. Nine faculty members hold only the bachelors degree and are pursuing graduate study at this time. Another unique feature of our faculty is the number of years of occupational experience in areas not directly related to teaching. Fourteen faculty members have come to Northland Pioneer College directly from industry. Twenty-three have come directly from a college teaching position, and six have come from high school teaching positions. The average age of a Northland Pioneer College faculty member is between 30 and 40 years of age.

The major responsibility of the faculty of Northland Pioneer College is teaching and educational planning with students. Research and other outside projects should not drain off energies of this faculty. Northland Pioneer

College faculty teach many evening classes in order to accommodate the needs of Navajo County. In addition to the full-time staff, Northland Pioneer College has found it necessary to employ 245 associate faculty members. NPC planners are attempting to reduce the number of full-time student equivalents generated by the associate faculty and increase the number of FTSE generated by full-time faculty members. Currently full-time faculty generate 12.88 FTE per faculty member. Associate faculty generate 2.42 FTE. During the next five years NPC hopes to decrease the FTSE generated by associate faculty to 1.69 as may be seen in Table XX. Table XXI projects the number of full-time faculty needed in each curriculum area through 1979.

Table XIX. NPC FACULTY DATA 1975-76

Name	Age Range	Major Field	Full-Time Years Experience			Immediate Prior Positions			Highest Degree Held	NPC Employment
			K-12	Post Secondary	Govt. Bus.-Ind.	K-12	Post Secondary	Other		
Allen, J.	40-50	Adult Educ. & Phys. Sci.	0	14	7		X		Ph.D.	1974
Anderson, C. S.	Under 30	Art	0	1	1		X		Masters	1974
Anderson, R.	30-40	Administration	0	8	0		X		Ph.D.	1974
Bahrt. W.	40-50	Speech & Drama	0	3	15		X		Masters	1974
Bening, J.	30-40	Psychology	2	0	1			X	Baccalaureate	1975
Bickerton, J.	30-40	Industrial Arts	2	0	15			X	Baccalaureate	1975
Bushman, C.	30-40	Music	9	2	2		X		Baccalaureate	1974
Carpenter, W.	Over 50	Administration	22	0	7			X	Masters	1975
Fairbanks, O.	Over 50	Fine Arts	0	12	12			X	Masters	1974
Fenimore, M.	40-50	Nursing	0	0	23			X	R.N.	1975
Font, E. W.	40-50	Technology & Ind. Arts	3	0	14	X			Baccalaureate	1974
Green, D.	Under 30	Physical Education	3	2	0	X			Masters	1974
Haggen, G.	40-50	Industrial Management	0	11	8		X		Masters	1973
Hart, M.	30-40	Elementary Education	2	2	10	X			Baccalaureate	1975
Hathaway, K.	30-40	Technical Education	1	7	3		X		Masters	1975
Huddleston, R.	Under 30	Comm. College Teaching/Bus.	0	1	3		X		Masters	1975
Kalgard, L.	40-50	Consumer Science	0	0	16½			X	Masters	1975
LaForce, R.	40-50	Psychology	0	4	0		X		Masters	1974
Leach D.	Under 30	Business	4	2	3½		X		Masters	1974
Lile, J.	30-40	Music	9	0	5	X			Masters	1975
Luke, E.	40-50	English	6	5	0		X		Ph.D.	1974
Luna, C.	Under 30	Counseling	0	4	0		X		Masters	1975
Machen, W.	30-40	Economics	0	2	6			X	Masters	1974
Marx, C.	40-50	Business Education	7	1	6	X			Baccalaureate	1975
McBride, O. W.	30-40	Technology	0	1	7			X	Masters	1974
McGinnes, P.	30-40	English	2	1	0		X		Baccalaureate	1975
Nichols, D.	Under 30	Science	0	4	3		X		Masters	1974
Olsen, D.	40-50	Business Administration	9	7	9		X		Masters	1974
Painter, W.	30-40	Communications	0	1	4			X	Baccalaureate	1974
Partin, H.	30-40	Mathematics	4	5	0	X			Ph.D.	1974
Plucker, F.	30-40	Chemistry	0	4	0		X		Masters	1975
Richens, B.	30-40	English	2	5	4	X			Masters	1975
Rothlisberg, A	30-40	Library Science	0	0	11			X	Masters	1975
Schuch, T.	40-50	Business Administration	0	2	18			X	Masters	1974
Smith, A.	Under 30	Sociology	0	1	0		X		Masters	1974
Snowbarger, G.	30-40	Marketing	4	8	4		X		Ph.D.	1973
Sorensen, E.	40-50	Industrial Education	0	17	5		X		Masters	1973
Steiner, P.	30-40	Theatre	5	2	4			X	Masters	1975
Sypolt, C.	Over 50	History	0	4	20		X		Ph.D.	1974
Toczko, L.	30-40	Psychology	4	0	1			X	Masters	1975
Todd, T.	40-50	Communications	0	11	5½		X		Masters	1975
Van Pelt, B.	40-50	Welding	0	4½	15			X	None	1975
Walsh, P.	Under 30	Psychology	0	4	4			X	Baccalaureate	1975
Zerr, M.	30-40	H.P.E. & Sec. Counseling	4	3	3			X	Masters	1974

Table XX. FACULTY VERIFICATION FACTORS

	74-75	75-76	76-77	77-78	78-79
Full-Time Faculty					
Faculty Members	19	30	41	46½	50½
Expected FTSE from each	12.88	12.88	13.5	14.0	15.0
Total FTSE Generated	245.8	386.4	554.0	651.0	758.0
Percentage of Total Generated	31.0	35.1	48.0	54.0	60.0
Associate Faculty					
Faculty Members	226	245	259	275	304
Expected FTSE from each	2.42	2.91	2.32	2.02	1.66
Total FTSE Generated	547.7	713.6	600.0	557.0	504.0
Percentage of Total Generated	69.0	64.9	52.0	46.0	40.0
COMBINED FTSE OF ALL STAFF	793.5	1100	1154	1208	1262

Table XXI. FACULTY PROJECTIONS*

	74-75		75-76		76-77		77-78		78-79	
Agriculture	0	2	0	2	1	0	1	1	1	1
Art	2	37	2	39	4	34	4	34	4	36
Automotive	2	9	2	10	2	11	4	12	4	14
Biological Science	1	2	1	9	2	9	2	12	2	14
Building Construction	0	15	2	15	2	16	3	18	3	19
Business Education	2	35	5	38	5	40	7	40	8	44
Chemistry/Physics	1	2	1	2	1	3	1	4	1	6
Childhood Development	0	7	1	10	1	13	1	13	1	13
Cooperative Education	1	0	1	1	1	1	1	1	1	1
Emergency Medical Training	0	8	1	4	1½	3	1½	2	1½	4
English	1	17	1½	19	3	16	3	18	3	20
Fire Science	0	1	0	3	1	3	1	3	1	4
Forestry	0	2	0	2	1	0	1	1	1	2
Geology	0	1	0	0	0	1	0	1	1	1
Health/P.E.	2	25	2	25	2	27	2	28	2	29
History/Government	1	8	1	10	1	12	1	13	2	13
Home Economics	1	17	1	16	1	17	1	19	1	20
Horsemanship	0	2	0	2	0	3	1	3	1	4
Law Enforcement	0	3	0	3	1	4	1	3	1	3
Mathematics	1	11	1	12	1	13	1	14	1	15
Music	1	4	2	4	2	5	2	5	2	6
Photography	0	0	0	1	1	0	1	0	1	0
Psychology	1	4	1	7	1	8	1	8	2	8
Reading	0	1	1	2	1	4	1	4	1	5
Sociology	1	7	1	6	1	8	1	9	1	9
Speech	1	1	1	1	1½	3	1	4	1	5
Theater	0	0	½	0	½	1	½	1	½	2
Welding	0	5	1	2	1½	3	1½	4	1½	5
TOTAL	19	226	30	245	41	259	46½	275	50½	303

*Column one of each year denotes full-time faculty; the second column is associate faculty (less than full time).

FINANCIAL CONSIDERATIONS AND COMPARISONS

The goal of the Northland Pioneer College District Governing Board has been to maintain a consistent tax levy. Although enrollments are triple that originally expected and inflation has caused increased costs in all aspects of the budget, the increased valuations in Navajo County have enabled the District Governing Board to maintain the same tax levy for operation and maintenance and for capital outlay for the past three years. Table XXII projects the future operation and maintenance budget for Northland Pioneer College through 1982. This budget also includes the increased expenses anticipated in the various areas attributed to the proposed facilities.

As can be noted, the projected operation and maintenance of the buildings has been taken into consideration by budget planners. Table XXV is a further breakdown of the costs of utilities and maintenance upkeep of the projected facilities to be located in Show Low, Snowflake, Holbrook, and Winslow. The budgets and estimated costs in the tables have taken projected enrollment, increases in staff, and inflationary trends into account.

Capital Outlay

The Arizona community colleges receive capital outlay

Table XXII. NPC PROJECTED BUDGETS, 1977-1982

Operational

	1977	1978	1979	1980	1981	1982
Instruction	1,318,366	1,406,324	1,494,282	1,582,240	1,725,027	1,743,925
Library	168,098	179,313	190,528	201,743	219,949	222,358
Administration	259,350	276,654	293,957	311,260	339,350	343,067
Student Affairs	288,167	307,393	326,319	345,845	377,055	381,186
Physical Plant	247,344	263,846	280,348	296,850	323,639	327,184
Student/Auxiliaries	48,028	51,232	54,737	57,641	62,842	63,531
Contingency	72,043	76,848	81,655	86,461	94,264	95,297
TOTAL Operational Budget	2,401,396	2,561,610	2,721,826	2,882,040	3,142,126	3,176,548

Table XXIII. NPC PROJECTED BUDGETS, 1977-1982

Utilities and Maintenance

	1977	1978	1979	1980	1981	1982
Budget	247,344	263,846	280,348	296,850	323,639	327,184
Estimate Supplied by Shill, Judd, and Richards		239,844	263,828	290,210	305,630	315,000

Table XXIV. NPC PROJECTED CAPITAL OUTLAY, 1977-1982

	1977	1978	1979	1980	1981	1982
From State Aid	155,790	163,080	170,370	177,660	206,280	213,975
From Tax Levy @ .15	255,000	277,500	300,000	322,500	345,000	345,000
TOTAL Capital Outlay Budget	410,790	440,580	470,370	500,160	551,280	558,975

Table XXV. UTILITIES ESTIMATE FOR ONE SITE
December 8, 1975

I. OCCUPATIONAL AND PHYSICAL SCIENCE BUILDING - 13,784 square feet

A. Electrical Air Conditioning 13,784 sq. ft. @ 300 sq. ft./ton - 50 tons required - 50 tons @ 1.5 KW/ton - 75 KW X 10 hours X 20 days	15,000 KWH
B. Electrical Lighting 13,784 sq. ft. @ 3 W/sq. ft. - 42 KW X 10 hrs. X 20 days	8,400 KWH
Total A/C and Lighting per month	23,400 KWH

II. MULTIPURPOSE BUILDING - 19,416 square feet

A. Electrical Air Conditioning 60 tons @ 1.5 KW/ton - 90 KW X 10 hrs. X 20 days	18,000 KWH
B. Lighting 19,416 sq. ft. @ 3 W/sq. ft. - 59 KW X 10 hr. X 20 days	11,800 KWH
Total A/C and Lighting per month	29,800 KWH

III. COST: BOTH BUILDINGS Total KWH Per Month 53,200 KWH

53,200 KWH X $.045/KWH - $2,394.00 (100% use month)

Seasonal Adjustment	
3 months @ 100% (3 X $2394.00)	$ 7,182.00
9 months @ 65% (9 X $1556.00)	14,004.00
Total Electrical Costs Yearly	$21,186.00
Heating Propane Gas Estimate	7,300.00
Water: 25 gal./500 students/day @ $.50/1000 gallons	1,375.00
Landscaping Watering	1,000.00
TOTAL ESTIMATED YEARLY UTILITY COST	$30,861.00 (FOR ONE SITE)

Table XXV. Continued

IV.	BUILDING MAINTENANCE (Yearly - One Site)	
	A. Cleaning - 33,200 sq. ft. @ .50/sq. ft.	$17,000.00
	B. Supplies	1,000.00
	C. Repair & Replace	500.00
		$19,100.00
V.	GROUNDS MAINTENANCE	
	A. One (1) man at 7,000/year	$ 7,000.00
	B. Equipment	2,000.00
	C. Supplies	1,000.00
		$10,000.00
TOTAL YEARLY MAINTENANCE - BUILDING + GROUNDS		$29,100.00

funds from two sources - state aid and district tax levy. The state aid is frequently referred to as "135 Money." This reference is so named because of the fact that the community college receives $135 for each full-time student equivalency for the purpose of maintaining and upgrading the capital equipment necessary in today's rapidly changing technological society. The projections for the next five years can be examined in table XXIV. Again, the Governing Board of Northland Pioneer College has pledged itself to holding this levy at 15 cents.

Bond Retirement

The proposed building program of Northland Pioneer College will require a bond of six-and-a-half million dollars. This bond will be retired according to the schedule as given in table XXVI. In addition to the bond money, Northland Pioneer College will receive $500,000 of state aid for the construction of its initial campus. Total cost of the proposed building program is expected to be at seven million dollars.

Cost Comparisons

Table XXVII is not a normal method of comparison. Because of the various bond retirement schedules and philosophies of local boards, comparing total budget to FTSE is not realistic. However, for the purpose of this report it is interesting to note that the 1977-78 estimates

Table XXVI. PROPOSED $6,500,000 NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT BONDS TO BE DATED JULY 1, 1976

Fiscal Year Ending 6-30	Projected Assessed Valuation	Navajo County Comm. College Dist. Tax Rate	Proposed 16 Year Amortization Principal	Interest Est. @7%	Total	Est. Supp. Tax Rate
1973	$ 87,546,484					
1974	103,694,951	$ .1391				
1975	119,564,667	.9827				
1976	153,404,835	.8993				
1977	170,000,000		$ 75,000	$ 455,000	$530,000	$.31
1978	185,000,000		125,000	449,750	574,750	.31
1979	200,000,000		200,000	441,000	641,000	.32
1980	215,000,000		275,000	427,000	702,000	.33
1981	230,000,000		325,000	407,750	732,750	.32
1982	"		375,000	385,000	760,000	.33
1983	"		400,000	358,750	758,750	.33
1984	"		425,000	330,750	755,750	.33
1985	"		450,000	301,000	751,000	.33
1986	"		475,000	269,500	744,500	.32
1987	"		500,000	236,250	736,250	.32
1988	"		525,000	201,250	726,250	.32
1989	"		550,000	164,500	714,500	.31
1990	"		575,000	126,000	701,000	.30
1991	"		600,000	85,750	685,750	.30
1992	"		625,000	43,750	668,750	.29
			$6,500,000	$4,683,000		

Prepared by:

YOUNG, SMITH & PEACOCK, INC.
3443 North Central Avenue
Phoenix, Arizona 85012

January 21, 1976

Table XXVII. COST COMPARISON

ARIZONA COMMUNITY COLLEGE SYSTEM

1975-76

	Total Budget /FTSE	Operational /FTSE	Tax Levy	Assessed Valuation
Cochise	2,538.16	2,061.00	1.12	158 M
Eastern	2,204.75	1,858.00	1.07	39 M
Maricopa	1,338.39	1,273.00	.585	2.639 B
Mohave	3,309.58	2,369.00	.6914	191 M
*Navajo	2,609.60	2,031.00	1.35	185 M
Pima	1,798.71	2,084.00	.6039	1.2 B
Pinal	2,569.71	1,421.00	.9312	319 M
Yavapai	1,978.35	1,596.00	1.2257	175 M
Yuma	1,921.87	1,824.00	1.3220	176 M

*1977-78 Estimated With Bond Facilities and 1978 Budget for NPC are not out of line with the 1975-76 actual budgets of other Arizona community colleges. Five of nine community college districts have assessed valuations between 158 million and 191 million. Tax levies for 1976 range from .69 to 1.32 in these same colleges. Table XXVIII also indicates that the NPC budget favorably compares with the average budget by function for all Arizona community colleges. Comparison of costs, budgets, FTSE, and assessed valuations show that Navajo County Community College District does not differ significantly with other community college districts.

Table XXVIII. COMPARISON COMMUNITY COLLEGE BUDGET BY FUNCTION, 1974-75

	Total Operational Budget	Instruction	Library & AV	Administration	Student Services	General Institutional	Physical Plant	Auxiliary Enterprises	Contingency
Cochise College	3,271,328	53%	3%	8%	4%	12%	13%	0.3%	7%
Eastern Arizona	2,417,466	56%	3%	8%	7%	12%	9%	3%	2%
Maricopa	27,725,479	63%	4%	9%	9%	0	13%	0	2%
Mohave	1,200,089	44%	3%	10%	6%	25%	8%	0	4%
Pima	11,095,700	57%	4%	7%	8%	9%	11%	0	4%
Pinal	5,168,300	50%	4%	11%	8%	8%	14%	2%	3%
Northland Pioneer	1,238,840	44%	5%	11%	5%	11%	20%	0	4%
Yavapai	2,711,928	55%	3%	8%	6%	10%	11%	2%	5%
Arizona Western	3,367,277	42%	3%	11%	9%	12%	15%	5%	3%
State Average		52%	3.5%	9%	7%	11%	12%	2%	3.5%

CONCLUSION AND RECOMMENDATION

NPC is providing educational services to more people than any of the previous feasibility studies envisioned as being possible. If quality education is to continue, it is obvious that adequate facilities are needed in each of the major population centers.

After reviewing the history, statistics, and current projections for Northland Pioneer College, the study committee recommends to the governing board of Navajo County Community College District that they proceed with a bond election for the purpose of authorizing 6.5 million dollars in general obligation bonds to finance the needed facility construction.

The committee emphasizes to the Board that much information needs to be disseminated to the taxpayers of Navajo County if the bond is to be authorized. The general public is aware of its own tax burden, but is not so aware of the educational needs of the citizens nor the efforts and successes of the College in fulfilling these needs. The benefits must be weighed against the costs, and each citizen will express his desires.

There is still much work to be done in the ongoing process of providing post-secondary educational services to Northeastern Arizona.

BIBLIOGRAPHY

(1) __________. Arizona Manpower Projections to 1980, Industries and Occupations. Arizona Department of Economic Security Research and Statistics, March, 1975.

(2) __________. Arizona Progress. Economic Research Department, Valley National Bank, November, 1973.

(3) __________. Arizona Statistical Review. Valley National Bank of Arizona, 31st Annual Edition, Phoenix, Arizona, September, 1975.

(4) Capson, A. Maurice et al. Navajo County: Setting For A Community College. Capson ed-visors educational planning, Salt Lake City, Utah, 1971.

(5) Gillenwater, Virgil W. et al. Junior College Survey of Apache-Navajo Counties. Arizona State College, Flagstaff, May, 1963.

(6) Gleazer, Edmond J., Jr. This Is The Community College. Houghton-Mifflin Company, 1968.

(7) Gookin, W. Scudder. Navajo Planning Program. Phase I, Basic Studies, June, 1971.

(8) Kraft, C. Theodore. The Community College System In Arizona. State Board of Directors for Community Colleges of Arizona, Phoenix, Arizona, December, 1974.

(9) __________. Mountain Bell Telephone Directory. Winslow and Joseph City, 1975.

(10) Richard, Wilma et al. Phoenix Area Manpower Review And Economic Roundup. Arizona Department of Economic Security, Phoenix, Arizona, October, 1975.

(11) Snowbarger, Gordon L. Northland Pioneer College Manpower Planning Resource Document. Northland Pioneer College, Holbrook, Arizona, December, 1973.

(12) __________. Southern Navajo County Arizona Community Prospectus. Community Development Section, Arizona Office of Economic Planning and Development, Phoenix, Arizona, November, 1974.

(13) Thornton, James W., Jr. The Community Junior College. Third Edition, John Wiley and Sons, Inc., New York, 1972.

(14) Waite, Rex R. 1973 Comprehensive Manpower Plan. Office of Manpower Planning, Phoenix, Arizona, 1973.

(15) __________. Western States Telephone Company Directory. Holbrook, Arizona, 1975.

APPENDIX A

MOST FREQUENTLY ASKED QUESTIONS OF NPC PLANNERS

1) What Is A Community College?

The community college is a free, public, two-year educational institution that attempts to meet the post-high school educational needs of its local community.

2) Who Attends The Community College?

The community college welcomes all students representing all levels of academic aptitude and all segments of the socio-economic life of their communities. Because of the open-door admissions policy allowing anyone and everyone to enroll at a community college, the average freshman class aptitude test score is lower than the average university aptitude test score. This is attributed to the fact that the university normally maintains some selective admissions policy. Because the community college is available, the average age of the community college student is higher than the average age of the university student. Recent studies indicate that the average age of the community college student in America today is approaching 30 years.

3) Isn't It Better For The Recent High School Graduates And Other Young Adults To Go Away From Home To Attend College?

The answer to this question depends upon the individual, the economic status of his family, and other characteristics which cannot be generalized. Attendance at a community college is considerably less expensive to the family than moving away from home to attend the university. Community college classes are characterized as being smaller in size, providing much more opportunity for individualized instruction. Drop out rate at the university during the first two years has traditionally been very high. Studies have indicated that transfer students from the community college achieved their degree objectives 80 percent of the time. Grade averages of those who transferred from a community college and persist to graduation are equivalent to the average of those students who have been at the university during their entire academic life. If an individual is not highly self-motivated and does not have the ability to function in an environment characterized by large classes, lack of opportunity for individualized assistance, and financial backing to assure completion of the program, the community college may be the best place to begin a post-high school educational experience. University classes on the freshman and sophomore level are frequently taught by teaching assistants whose primary goal is to complete their own degree. Community college instructors are hired based on their ability to teach and their knowledge of their subject area. A community college instructor must be student-oriented.

4) How Many Students Attend Northland Pioneer College?

During Fall Semester of 1975, 2,993 people attended Northland Pioneer College. Not all of these students were full-time students. Community colleges measure their population by a full-time student equivalent calculation. This calculation is accomplished by taking the total number of credit hours that have been registered and dividing that total by 15 credit hours. This assumes that a full-time student would take 15 credit hours. During the Fall of 1975, students registered for 14,901 hours at Northland Pioneer College. Dividing that figure by 15, this equates to 993 full-time student equivalents.

The FTSE figure does not represent the total involvement at Northland Pioneer College or any other community college. Many students attend non-credit classes, seminars, and workshops. These students are not counted in the FTSE calculation.

5) What Is An "Open-Door" College?

The open-door college refers to the open-door admission policy of Northland Pioneer College. Simply stated this means that any person 18 years of age or older who demonstrates evidence of potential success in the community college may be admitted.

6) What Other Kinds Of Admission Requirements Does Northland Pioneer College Have?

Northland Pioneer College states in its catalog that anyone can be admitted to Northland Pioneer College who meets one of the following criteria:

a. Is a graduate of an accredited high school.

b. Has a GED certificate or high school equivalency.

c. Is 18 years of age or older and demonstrates evidence of potential success in the community college.

d. Is a transfer student in good standing from another college or university.

e. Is a senior in high school and has special permission from the high school principal.

7) How Much Money Does It Cost To Attend Northland Pioneer College?

Currently community colleges in Arizona are tuition free to the citizens who live within the county or the district of the community college. Navajo county residents may attend Northland Pioneer College by paying an educational services assessment of $4 per hour to a maximum of $40 per semester. In addition to this fee, students must also pay for special labs and equipment rental fees determined by the program in which they are enrolled. An example would be a "green fee" at a golf course when taking the golfing class in the physical education program. Students are also required to purchase their own books. Depending upon the courses enrolled, this book cost may range from nothing to $75. It can be safely assumed that a student can attend full time at Northland Pioneer College for less than $150 per semester for fees, books, and supplies. Out-of-state or out-of-county students must pay tuition. Out-of-state tuition at Northland Pioneer College is $33 per credit hour to a maximum of $400. Out-of-county tuition is $30 per hour to a maximum of $370.

8) Are Courses Completed At Northland Pioneer College Transferable To Four-Year Colleges And Universities?

Each student entering Northland Pioneer College is encouraged to fill out an educational plan with a Program Specialist. This plan will assure the student that all of his successfully completed courses will transfer to the university of his choice. This assurance is achieved by comparing the courses that the student will take at Northland Pioneer College to the courses as they are described in the Higher Education Coordinating Council Equivalency Guide. This Guide is published each year as a joint effort of the universities and community colleges in Arizona. It assures the student that he can transfer without difficulty providing he has successfully completed the courses in his educational plan.

Students changing their major, working toward an occupational goal, or taking courses for self-enrichment or self-improvement may have difficulty in transferring every course taken if the courses are not included in the educational plan coordinated with the Higher Education Coordinating Council Equivalency Guide.

9) How Many Northland Pioneer College Students Transfer To Universities And How Do They Fare After Transfer?

It is too early to tell how Northland Pioneer College graduates will succeed in their transfer to the university. During the Spring of 1976, NPC will graduate its first class who have had the opportunity to earn all of their credits at NPC. Because of the efforts of the Higher Education Coordinating Council, Northland Pioneer College faculty and administration have no reason to believe that any student will have difficulty as a result of their experience at NPC.

10) How Does The Instruction At NPC Compare With Other Institutions Of Higher Education?

All instructors at Northland Pioneer College must be certified by the Arizona State Community College Board assuring that each instructor is qualified to teach in his or her discipline. Since instruction is the primary goal of the community college and instructors are not encouraged to do outside research or writing, it is the philosophy of the institution that all means should be taken to provide the very best instruction possible. Classes at Northland Pioneer College are small, providing the opportunity for individualized instruction and much interaction between the individual student and faculty member. Instruction at the four-year institutions is characterized by large classes taught by teaching assistants and/or a professor who rarely attends the class if his class is taught over closed-circuit TV. University professors are encouraged to do research, to write for journals, and to provide other consulting services which in some way may take away from their instructional efforts.

11) Will NPC Ever Become A Four-Year College?

In order for an Arizona community college to become a four-year institution of higher learning, there would have to be a change in the legislation which provides for the creation of the district and the financing of the institution. The present Arizona Statute does not provide an avenue for a community college to become a four-year institution. The only way a community college could become a four-year institution would be through special action of the State Legislature.

12) Are Dormitories Planned For Northland Pioneer College?

Northland Pioneer College will not build dormitories in Navajo County. Since housing for some students is a problem, it is hoped that private industry will study the potential need for student housing and provide this housing.

13) What Percentage Of Northland Pioneer College Courses Transfer And What Percentage Is Occupational?

Currently 36 percent of the credit hours being offered are occupational. Sixty-four percent of the credit hours are transfer, self-enrichment, or general education hours.

14) How Many Students Must Enroll To Start A Class?

Northland Pioneer College planners have attempted to offer the maximum number of course offerings at the greatest economy to the taxpayers of the County. During Fall Semester of 1974, eight students were required to begin a class at Northland Pioneer College. During Fall of 1975, this figure increased to ten. During Spring of 1976, twelve students will be required to start a class. In Fall of 1976, fourteen students must be enrolled to begin a class at Northland Pioneer College. This graduated increase has been designed to reduce the cost per student to the taxpayers and at the same time maintain adequate educational services to the people of Navajo County.

15) How Does Northland Pioneer College Decide What Types Of Transfer, Occupational, and Avocational Curricula To Offer And Where These Courses Should Be Offered?

Northland Pioneer College has employed personnel in each of the communities in which educational services are available. These people are charged with the responsibility of getting the pulse of the community. Sometimes this is done through formal surveys, sometimes it is done by word of mouth, and sometimes through advisory committees. The schedule of potential courses is developed in each of the communities, it is published in the newspaper and distributed through mass mailing to the citizens of the respective community. Any course which does not enroll the minimum number of students during the first week of registration is canceled. Each student is notified, and a change of schedule is created. Community residents are encouraged to make their wishes known regarding the types of courses that should be offered. As patterns develop, these decisions are more easily made in each community. As an example, a beginning class in shorthand normally leads to an advanced shorthand class. A basic welding class leads to an advanced welding course, and a beginning oral spanish course will be followed by an advanced oral spanish class.

16) Don't Occupational Type Programs In Classes Tend To Hurt The Public Image Of Northland Pioneer College?

Quality occupational programs will bolster the image of Northland Pioneer College rather than hurt its image. People are encouraged when immediate results can be achieved as a result of taking a college class. Employment is one of the most positive results that can be achieved in any educational endeavor. The occupational education graduates will be more evident in the local community than the transfer or professional graduates of the four-year institutions. It is the opinion of the Northland Pioneer College administration and governing board that a quality occupational education reputation is the most positive reputation that the College can have.

17) Does Northland Pioneer College Help Its Graduates Get Jobs?

Since the first graduating class will be graduating Spring of 1976, Northland Pioneer College planners have budgeted for a full-time job placement specialist. This individual will be responsible for assisting every Northland Pioneer College student in his or her effort to seek employment.

18) What Evidence Is There That NPC Is Helping The Navajo County Manpower Supply?

Northland Pioneer College has not been in existence long enough to have significant impact on the manpower situation in Navajo County. One of the first efforts of the College was to create a manpower resource planning document which could be used by College officials in planning and implementing curriculum and programs in the manpower arena. Two of the fastest growing employers in Navajo County are those who provide services, which includes government, and those involved in the construction trades. The first three programs established by Northland Pioneer College were in the areas of Office Occupations, Automotive Service and Repair, and Building and Construction Trades. Continuing in the public service sector, Northland Pioneer College has developed programs in Emergency Medical Training, Law Enforcement, and Fire Science. Each of these programs enjoys a more than adequate enrollment, and Northland Pioneer College officials feel that a significant impact will be in evidence in the very near future.

19) What Are Some Of The Examples Of Career Fields For Which Northland Pioneer College Programs Prepare Students?

The following occupational programs are in operation or in the planning stages for initial operation by 1976.

Automotive Technology
Building and Construction Trades
Office and Business Services
Banking (A.I.B.)
Forestry Technician
Fire Science
Law Enforcement
Emergency Medical Training
Welding
Silversmithing and Jewelry Making

20) What Kinds Of Counseling Are Available To Those Attending Northland Pioneer College?

The counseling program at Northland Pioneer College is currently minimal and is in a developmental stage. At this time Northland Pioneer College currently employs a Financial Aid Officer, a Veterans Coordinator, a Student Activities Coordinator, and a Registrar who are supervised by a Director of Student Development.

Through in-service training, Northland Pioneer College has attempted to develop an educational planning philosophy which utilizes the talents of all the professional staff in areas related to education and educational advisement. Future plans call for personnel who will work in guided studies, counseling, and job placement.

21) If A Student Doesn't Have A Clear Career Objective In Mind, Should He Go To College?

Yes! There is probably no better place to explore and discover the hidden interests and talents of an individual than in the community college. The community college offers a variety of opportunity and avenues of educational experiences. Students who do not have a clear objective in mind should be aware that frequent changing of majors or direction is a positive effort in reaching their ultimate goal. However, transferability of courses from one major to another, from one institution to another, becomes increasingly difficult as the variety becomes more profuse.

22) Does NPC Offer Opportunities For Working People To Continue Their Education Even Though They Have Difficult Schedules?

Yes! Northland Pioneer College currently offers courses four evenings a week in all of the communities being served. During Fall Semester, 1976, an attempt will be made to schedule two classes each evening further enabling the working student to proceed with his college experience.

23) What Kinds Of Athletic Programs Does NPC Have?

Currently Northland Pioneer College does not anticipate an intercollegiate athletic program. Should the community desire such a program, Northland Pioneer College governing board and administration will study the feasibility and provide all of the facts, figures, and ramifications of an intercollegiate athletic program. Northland Pioneer College operates intramural programs in four communities and provides opportunities for tournaments in a variety of sporting activities. It is hoped that more of the citizens of the district will take advantage of this opportunity.

24) Who Pays For The Operation And Buildings Of Northland Pioneer College?

Northland Pioneer College is a member of the Arizona Community College System and participates in the Arizona State Aid Funding Program. In 1974-75, the average state aid received by community colleges in Arizona was 37.5 percent; 44.5 percent of the funds were received through a district tax levy. Northland Pioneer College's tax levy during the 1974-75 year was 98 cents. Approximately 13 percent of the available revenue in the community college system comes from cash carryovers or cash balances. Five percent is derived from federal and other sources.

Northland Pioneer College's 1975-76 budget was composed of 12 percent carryover, 52 percent local district tax levy, 32 percent state aid, and 4 percent other sources.

25) How Many People Are Employed In NPC Administrative, Instructional, And Other Positions; And How Many Will Be Employed In The Future?

Northland Pioneer College employs the following people in the listed catagories.

Administration	6
Professional Student Support (Student Personnel, Library, Audio-Visual)	7
Full Time Instructional	32
Business and Clerical	20
Maintenance	4
Associate Faculty	245

Because of the unexpected growth, Northland Pioneer College planners are seeking qualified candidates to increase the instructional staff over the next five years. By increasing the full-time instructional staff, it is hoped that the College can decrease the effort of the associate faculty and thereby guarantee a more unified educational effort.

26) How Has Northland Pioneer College Used Its Funds Since The Beginning Of The District?

The use of the funds during the initial years of any college district will be different than use on a continuing basis. There is capital equipment to be acquired, leases to be paid, remodeling to be done, and other expenses that will not be required in future years. In the future years the funds will be used for bond retirement, upgrading of capital equipment, and improvement of instruction. During the 1974-75 school year, Northland Pioneer College expended its funds in the following way.

Instructional	44%
Library and Audio-Visual	5%
Administration	11%
Student Services	5%
General Institutional	11%
Physical Plant	20%
Auxiliary Enterprises	-0-
Contingency	4%

27) How Will NPC Use The Bond Issue?

Current plans call for two buildings to be built in each of the following communities: Holbrook, Show Low, and Winslow. Total square feet available in these buildings will be 35,000 square feet. The College will build one building in Snowflake of 22,000 square feet. The total square footage was determined based on the anticipated daytime enrollment projected for 1982. The FTSE figure was determined to be representation of day enrollment. A national average of 150 square feet per student was used to calculate the needed space. The construction is anticipated to serve the needs of the College through 1982. Since these buildings will not fully cover the needed space in Winslow and Show Low, the College expects to retain the use of the Goldwater Center in Show Low and the Theodore Roosevelt School in Winslow. Funds will be used for site preparation, building construction, and landscaping.

28) Isn't It Possible To Build Less Expensive Buildings And Centers?

College planners have attempted to put together the most economical building with the most usable space for the longest period of time for each of the centers. Every effort has been made to eliminate frills and get maximum use of all available space. The cost of these facilities have been compared to other building projects across the country and the projected per foot cost is in line with other construction projects. A comparison of construction costs in 1975-76 shows that the cost of space ranges from $31.93 a foot for support service space to $78.55 for auditoriums. Northland Pioneer College is not building auditoriums. However, the multipurpose space being constructed for Northland Pioneer College centers will be more expensive than support service or offices, and probably should be compared to the costs for classrooms which in the same study range from $40.87 a square foot to $66.62 per square foot.

29) Where Will These Buildings Be Constructed?

The buildings will be constructed on the following properties in the listed communities.

Winslow - The property known as the Ruby Hill property is being purchased by the College for construction of facilities in Winslow.

Holbrook - Current negotiations are under way with the County Board of Supervisors and other interested parties regarding the old Navajo County Fairgrounds.

Snowflake - Eighteen acres have been purchased between Snowflake and Taylor adjacent to the Catholic Church.

Show Low - Negotiations are under way with the City of Show Low and the U.S. Forest Service to purchase 32 acres on the west side of Show Low where the Goldwater Center is currently located.

30) Is The Present Operational Tax Levy On Real Property Likely To Continue To Increase In The Immediate Future?

Because of the increased assessed valuation of Navajo County and the philosophy of the local District

Governing Board, Northland Pioneer College planners believe that the current operational tax rate will remain the same in the immediate future. The Board has attempted to establish a tax rate that the College could live with for a number of years. During the first three years of operation, the Board has been able to accomplish this goal.

31) Has A Feasibility Study Been Accomplished For Northland Pioneer College?

Northland Pioneer College probably has more feasibility studies in its history than any other community college of the same age. In 1963, Virgil Gillenwater of the then Arizona State College at Flagstaff was contracted to do a study of a feasibility for a community college in Apache and Navajo Counties. His study was published in 1963 and is on file in the Northern Arizona University Library. In 1969, Dr. A. Maurice Capson was contracted to perform a similar study for Navajo County. It is this study that served as the basis for the creation of the present Navajo County Community College District. In 1973, the newly appointed administrative team of Northland Pioneer College completed a manpower resource planning document which again studied the feasibility of educational programs for Navajo County. In 1974, a study was performed for the North Central

Association which stated the NPC goals, the NPC plan, and the progress toward the accomplishment of its objectives. As a result of the questions posed by some of the major taxpayers in Navajo County, an additional study has been completed and was available for distribution in February, 1976.

32) Has Their Been A Cost Comparison Between Four Mini-Centers And One Central Campus?

The possibility of one single campus was studied by the local district governing board. It was felt that because of the sparse population and the lack of a center of population, that serving the entire district from a single campus would be difficult. The Capson Report, completed in 1971, projected a single campus at the cost of 9.4 million dollars to be built at one location. This figure was considered to be high by the local district governing board. If the 1971 dollar is inflated to 1977 prices, this proposal would probably total more than 12 million dollars. As an alternative, the District Governing Board has proposed the four mini-centers at a cost of 7 million dollars.

APPENDIX B

LETTERS OF SUPPORT - AREA HIGH SCHOOLS

Alchesay High School
P. O. Box 188
WHITERIVER, ARIZONA 85941

FRED R. LEWIS
Superintendent — 338-4362

M. D. vanFredenberg, Jr.
Principal — 338-4361

August 30, 1973

SEP 1973
RECEIVED
OFFICE OF THE
PRESIDENT
N.P.C.

Edwin R. Sorensen, President
Northland Pioneer College
P. O. Box 358
Holbrook, Arizona 86025

Dear Dr. Sorensen:

Alchesay High School is both willing and able to cooperate with your plans for Northland Pioneer College to use our facilities for evening classes in the same way that we have cooperated with Eastern Arizona College and other institutions of higher learning over the years. However, we do request as a condition, that in those areas where highly specialized equipment is involved that our instructors be utilized rather than trying to bring in outsiders for the job.

Best wishes to you in your endeavors in our behalf; if there is any way that we can be of further service in getting this college project underway, please feel free to call on us.

Sincerely,

MDvan Fredenberg, Jr.
M. D. van Fredenberg, Jr.
Principal

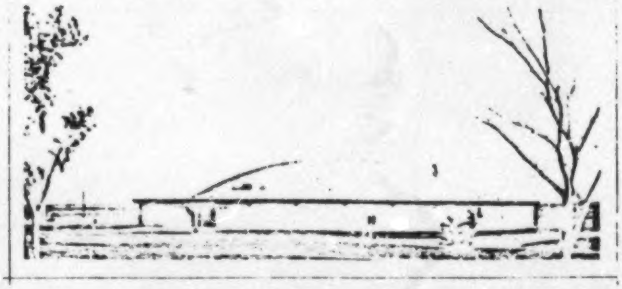
Fred R Lewis
Fred R. Lewis
Superintendent

gb

School District 27

KAYENTA ELEMENTARY SCHOOL • MONUMENT VALLEY HIGH SCHOOL

Post Office Box A-7
Kayenta, Arizona 86033
Area Code 602 697-3251


MONUMENT VALLEY HIGH SCHOOL

October 12,1973

Mr. Edwin R. Sorensen, President
Northland Pioneer College
P.O. Box 358
Holbrook, Arizona 86025

Dear Mr. Sorensen:

After 4:00 p.m., Northland Pioneer College is welcome to use our facilities for their evening classes.

Any assistance you might need please route thru me, Dr. John Munden, Curriculum Coordinator. Our school would like to cooperate with you in any way we can.

Sincerely,

Dr. John R. Munden ss

Dr. John R. Munden
Curriculum/Materials Center Coordinator

JRM:ss

OCT 1973
RECEIVED
OFFICE OF THE
PRESIDENT
N.P.C.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

KEAMS CANYON PUBLIC SCHOOLS
P. O. DRAWER 367
KEAMS CANYON, ARIZONA 86034
PHONE: 738-2324

SEP 1973
RECEIVED
OFFICE OF THE
PRESIDENT,
N.P.C.

SEPTEMBER 7, 1973

MR. EDWIN R. SORENSEN, PRESIDENT
NORTHLAND PIONEER COLLEGE
P.O. BOX 358
HOLBROOK, ARIZONA 86025

DEAR MR. SORENSEN:

I AM VERY MUCH INTERESTED IN THE SUCCESS OF THE NORTHLAND PIONEER COLLEGE AND PLEASED TO BE ASKED TO RELEASE FACILITIES FOR A ''MINI'' CAMPUS AT KEAMS CANYON. YOUR VISIT HERE ALLOWED YOU TO MEET MRS. CHIRISTIANSEN WHO IS BIA PRINCIPAL. SHE INDICATED TO YOU THAT YOU CAN HAVE THE USE OF OUR ELEMENTARY AND JR. HIGH FACILITIES, EXCLUDING A FEW ROOMS NECESSARY FOR OUR OWN PROGRAM, FROM 5:00 ON. I HOPE THIS WILL HELP IN NEED OF FACILITIES.

IT WAS GREAT TO GET WITH ''GIB'' AGAIN AND TO SHARE WITH HIS ENTHUSIASM FOR N.P.C.

IF I CAN BE OF OTHER HELP ON THIS END, PLEASE CALL.

SINCERELY,

Oro Ray Turley

ORO RAY TURLEY, PRINCIPAL

ORT/GLP

Pinetop-Lakeside School District No. 32

Post Office Box 885
LAKESIDE, ARIZONA 85929

KEITH BANNISTER
SUPERINTENDENT

FERRELL FISH
HIGH SCHOOL PRINCIPAL

PRENTIS SANSOM
ELEM. JR. HIGH PRINCIPAL

August 24, 1973

Mr. Edwin R. Sorenson, President
Northland Pioneer College
P. O. Box 358
Holbrook, Arizona

Dear Mr. Sorenson:

In response to your letter of August 23, 1973, the Pinetop-Lakeside School District will be happy to cooperate in any way. We are willing to let Northland Pioneer College use the facilities and equipment for evening or weekend classes. Our facilities will be available any time after 3:30 P.M. or before 8:30 A. M. These facilities will be available this year or any time in the future.

Let us know how we can be of help.

Sincerely,

Keith Bannister

Keith Bannister
Superintendent

SNOWFLAKE UNION HIGH SCHOOL DISTRICT

POST OFFICE BOX 100 • SNOWFLAKE, ARIZONA 85937

L. DEE JOHNSON
PRINCIPAL

RAYMOND S. KELLIS, ED. D.
SUPERINTENDENT

MONTY HARRIS
PRINCIPAL

August 27, 1973

Mr. Edwin R. Sorensen, President
Northland Pioneer College
P.O. Box 358
Holbrook, Arizona 86025

Dear Mr. Sorensen:

The Snowflake Union High School District is most willing to cooperate with Northland Pioneer College in the establishment of evening classes. Our facilities in Snowflake and Show Low are available to you after 4 P.M. each day.

Our school plants include vocational centers for agriculture, upholstery, automotive, Home Economics and office education at Snowflake, while Show Low High School has a vocational graphic arts center, facilities for Home Economics, and an automotive shop currently under construction. Both campuses are equipped for academic studies in all traditional areas. We are particularly proud of the facilities for instruction in the sciences.

Please contact me if I may be of any assistance in the development of programs on our campuses.

Sincerely yours,

Raymond S. Kellis

Raymond S. Kellis
Superintendent

RSK/jh

APPENDIX C

COMPARISON OF ASSESSED VALUATION AND TAX RATES
ARIZONA COUNTIES AND SELECTED COMMUNITIES

APACHE COUNTY
No Community College
Assessed Valuation $50,360,803

St. Johns	$11.0877
Concho	9.2813
Round Valley	9.0238

COCHISE COUNTY
$1.12 Community College
Assessed Valuation $158,337,365

Tombstone	$12.49
Huachuca City	12.83
Bisbee	12.63
Benson	12.63
Elfrida	12.38
Willcox	11.31
Douglas	10.91
Buena	12.91

COCONINO COUNTY
No Community College
Assessed Valuation $320,289,846

Flagstaff	$ 9.6710
Williams	8.2132
Grand Canyon	10.1654
Fredonia	11.7439
Page	5.5098
Tuba City	12.6296

GILA COUNTY
No Community College
Assessed Valuation $155,108,272

Globe	$ 9.2276
Payson	10.6367
Pine	9.4210
Miami	10.8055

GRAHAM COUNTY
$1.07 Community College
Assessed Valuation $38,730,975

Safford	$ 8.84
Thatcher	10.03
Pima	9.97
Ft. Thomas	10.31

GREENLEE COUNTY
No Community College
Assessed Valuation $174,110,891

Duncan	$ 9.10
Clifton	7.08
Morenci	3.26

MARICOPA COUNTY
$.59 Community College
Assessed Valuation $2,678,051,825

Phoenix	$12.32
Tempe	10.95
Mesa	10.78
Wickenburg	10.54
Peoria	9.03
Gila Bend	11.98
Scottsdale	9.99
Fountain Hills	7.48

MOHAVE COUNTY
$.6914 Community College
Assessed Valuation $191,021,276

Kingman	$10.3086 - 16.6129
Bullhead City	11.0048
Lake Havasu	10.7780 - 12.5479

APPENDIX C Continued

NAVAJO COUNTY
$.8993 Community College
Assessed Valuation $153,404,835

Winslow	$10.5806
Joseph City	6.9193
Holbrook	9.0934
Snowflake	7.8974
Burton	4.0799
Show Low	8.4 - 8.7137
Whiteriver	9.8138
Keams Canyon	7.6133
Kayenta	19.2502
Pinetop/Lakeside	8.2710-8.2971
Sitgreaves	9.3040

PIMA COUNTY
$.6039 Community College
Assessed Valuation $1,184,886,550

Tucson	$11.8263-12.7014
Flowing Wells	13.6146
Sahuarita	8.7460
San Fernando	9.0835

PINAL COUNTY
$.9812 Community College
Assessed Valuation $319,236,376

Florence	$12.6625
Oracle	11.6365
Ray	8.9493-9.7493
Casa Grande	11.7107
Eloy	11.5669
Superior	10.8073
Coolidge	11.8498

SANTA CRUZ COUNTY
No Community College
Assessed Valuation $51,459,448

Nogales	$ 9.8631-10.3712
Patagonia	14.6051-14.9588
Santa Cruz	9.1237-12.7665

YAVAPAI COUNTY
$1.2257 Community College
Assessed Valuation $175,163,947

Prescott	$10.6816-11.2288
Verde	11.2639-11.8830
Cottonwood Oak Creek	10.9922-11.3265
Bagdad	10.7933
Camp Verde	9.7824-10.1369
Ash Fork	9.0648
Seligman	9.4392
Rincon	6.4030
Chino Valley	7.2141-7.8132

YUMA COUNTY
$1.3220 Community College
Assessed Valuation $176,127,134

Yuma	$12.7818
Wendon	10.7035
Parker	9.6151-10.1532

APPENDIX D

Northland Pioneer College

STUDENT SURVEY
Spring, 1976

This questionnaire asks basic information about your reasons for attending Northland Pioneer College. The information which you submit will be combined with that of other students in order to help us develop programs which will better serve your needs.

(1) Are you planning to obtain a degree from NPC? Yes ___, No ___, Undecided ___. If you are not seeking a degree, go to item 9.

(2) If you are seeking a degree or are undecided, have you determined which degree? Associate of Arts (AA) ___, Associate of Science (AS) ___, Associate of Applied Science (AAS) ___, Undecided ___.

(3) Have you met with an educational planner to outline your course of study? Yes ___, No ___. If so, do you know the name of your educational planner? Yes ___, No ___. Please identify: ______________________________.

(4) Have you selected a major area or areas of study to emphasize for your degree goal? Yes ___, No ___, Undecided ___. If yes, please identify:

________________ ________________ ________________

(5) Do you plan to transfer to a university or four-year college? Yes ___, No ___. If so, will you transfer after ___ or before ___ you graduate with an associate degree at NPC?

(6) Have you decided to which university or universities you may transfer? Yes ___, No ___. If so, please identify: ______________________________________

(7) Are the classes you're taking at NPC for the purpose of re-training or up-grading your current job skills? Yes ___, No ___. If so, please specify the skills:

____

(8) Do you plan to enter a specific occupation as a result of your classes at NPC? Yes ___, No ___. If so, please identify: ______________________________

APPENDIX D Continued

(9) Are you taking classes for general interest without intention at this time of applying them toward a degree? Yes ___, No ___, Undecided ___.

(10) Are you currently receiving veteran's benefits while attending NPC? Yes ___, No ___. If so, are you: Full-Time ___, 3/4-Time ___, 1/2-Time ___.

(11) Are you currently receiving or seeking financial assistance at NPC? Yes ___, No ___.

(12) Are you planning to graduate at the end of Spring Semester, 1976? Yes ___, No ___. If so, have you made application to the Office of the Registrar? Yes ___, No ___.

Personal Information

Name__________________________ Soc. Sec. No.____/____/______

Address____________________ City____________ State_______

Phone No.______________ Male___ Female___ Age_____

New Student ___ Returning Student ___

High School Graduate: Yes___, No ___, GED ___

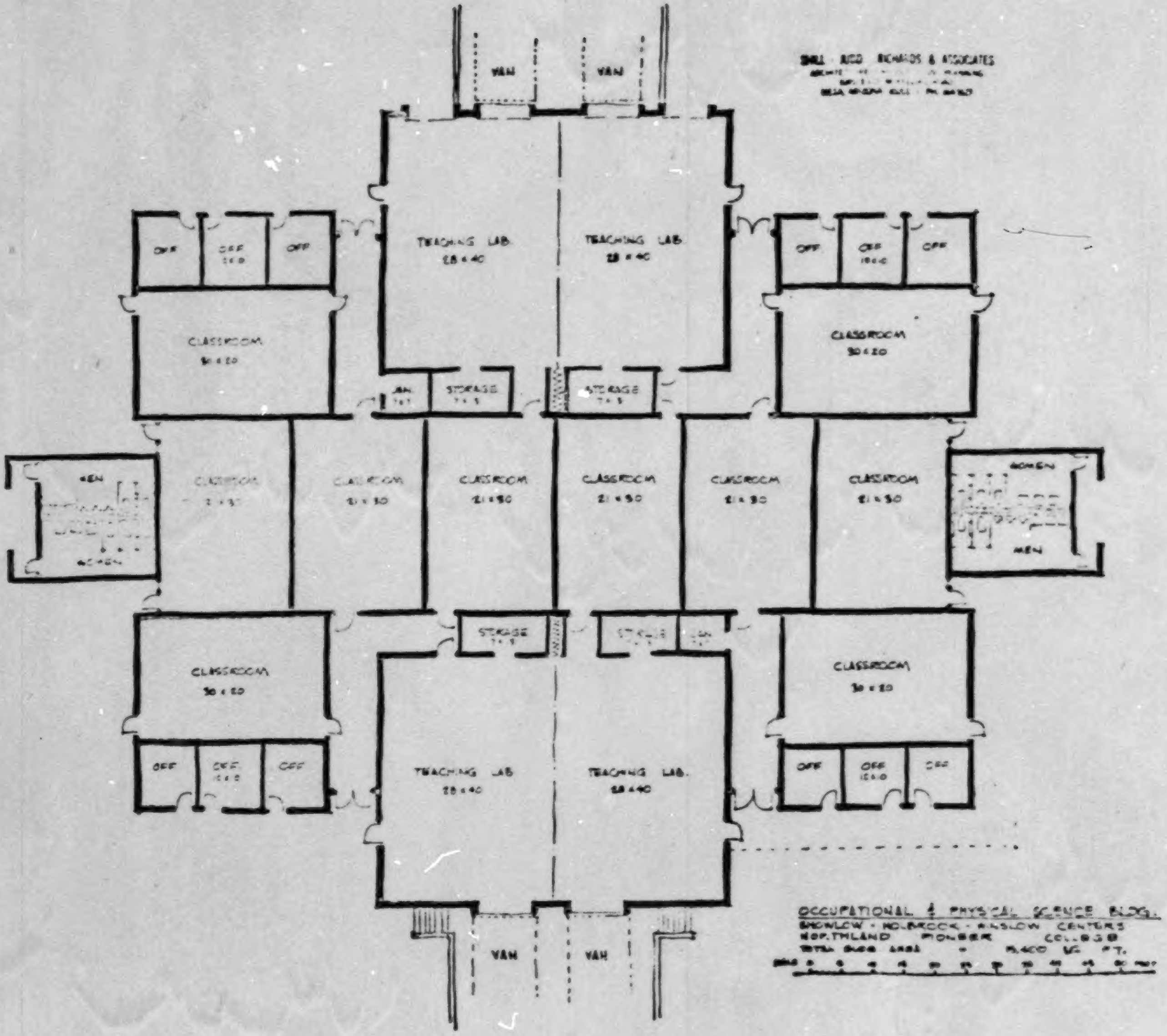
College Graduate: Yes ___, No ___. Have you attended another college or university? Yes ___, No ___. If so, please identify: ____

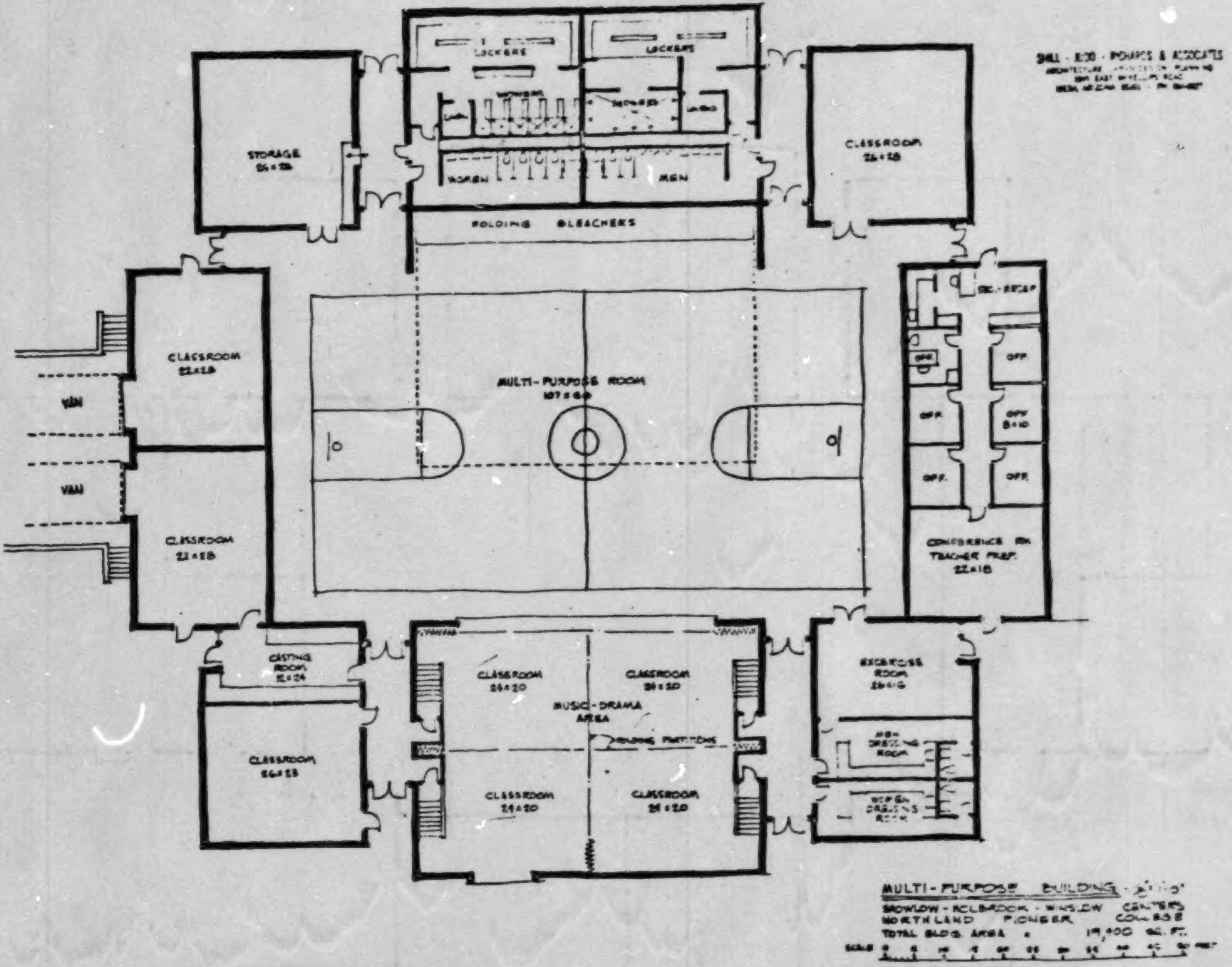
____

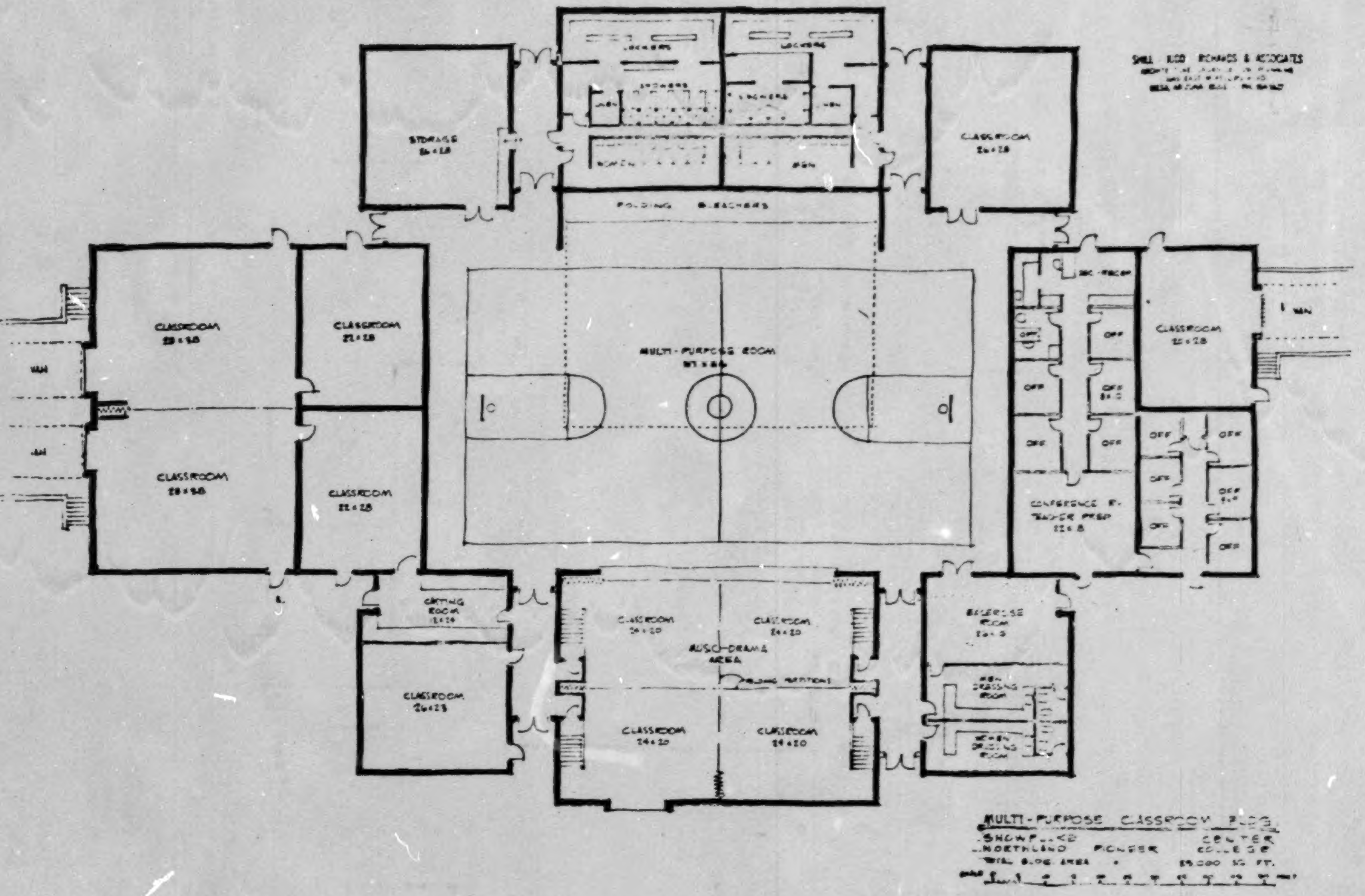
Please take time to write your personal observations about Northland Pioneer College. In order to be more effective in your behalf, we need to know both our strengths and weaknesses as you see them - such as your instructors, course content, equipment, buildings, activities program, registration process, etc.

APPENDIX E

FLOOR PLANS OF PROJECTED NPC BUILDINGS


RICHARDS & ASSOCIATES
VAN
VAN
TEACHING LAB
28 x 40
TEACHING LAB
28 x 40
OFF
OFF
12 x 10
OFF
OFF
OFF
10 x 10
OFF
CLASSROOM
30 x 20
CLASSROOM
30 x 20
JAN.
STORAGE
STORAGE
MEN
WOMEN
CLASSROOM
21 x 30
CLASSROOM
21 x 30
CLASSROOM
21 x 30
CLASSROOM
21 x 30
CLASSROOM
21 x 30
CLASSROOM
21 x 30
WOMEN
MEN
STORAGE
STORAGE
JAN.
CLASSROOM
30 x 20
CLASSROOM
30 x 20
OFF
OFF
10 x 10
OFF
OFF
OFF
10 x 10
OFF
TEACHING LAB
28 x 40
TEACHING LAB
28 x 40
VAN
VAN
OCCUPATIONAL & PHYSICAL SCIENCE BLDG.
SHOWLOW - HOLBROOK - WINSLOW CENTERS
NORTHLAND PIONEER COLLEGE
TOTAL BLDG AREA = 15,400 SQ. FT.
SCALE 0 5 10 15 20 25 30 35 40 45 50 FEET


STORAGE 26x28
LOCKERS
LOCKERS
SHOWERS
SHOWERS
WOMEN
MEN
FOLDING BLEACHERS
CLASSROOM 26x28
CLASSROOM 22x28
VAN
VAN
CLASSROOM 22x28
MULTI-PURPOSE ROOM 107x60
SEC.-RECEP.
OFF.
OFF.
OFF. 8x10
OFF.
OFF.
OFF.
CONFERENCE RM. TEACHER PREP. 22x18
CASTING ROOM 12x24
CLASSROOM 26x28
CLASSROOM 24x20
CLASSROOM 24x20
MUSIC-DRAMA AREA
FOLDING PARTITIONS
CLASSROOM 24x20
CLASSROOM 24x20
EXERCISE ROOM 26x16
MEN DRESSING ROOM
WOMEN DRESSING ROOM
MULTI-PURPOSE BUILDING
SNOWFLAKE - HOLBROOK - WINSLOW CENTERS
NORTHLAND PIONEER COLLEGE
TOTAL BLDG. AREA = 19,400 SQ. FT.
SCALE 0 5 10 15 20 25 30 35 40 45 50 FEET



SHILL JUDD RICHARDS & ASSOCIATES
STORAGE 26×28
LOCKERS
SHOWERS
WOMEN
MEN
FOLDING BLEACHERS
CLASSROOM 26×28
CLASSROOM 28×30
CLASSROOM 22×28
MULTI-PURPOSE ROOM
OFF
SEC-RECEP
CONFERENCE R. TEACHER PREP
CASTING ROOM
CLASSROOM 24×20
AUDIO-DRAMA AREA
FOLDING PARTITIONS
EXERCISE ROOM
MEN DRESSING ROOM
WOMEN DRESSING ROOM
MULTI-PURPOSE CLASSROOM BLDG.
SNOWFLAKE CENTER
NORTHLAND PIONEER COLLEGE
TOTAL BLDG. AREA = 15,000 SQ. FT.

APPENDIX F

PRELIMINARY COST ESTIMATE
Northland Pioneer College
January 15, 1976

	Holbrook, Winslow And Show Low	Snowflake
I. Occupational & Physical Science Bldg.		
Total Area	15,400 sq. ft.	
COSTS:		
Architectural @ 28.25/sq. ft.	$435,050.00	
Air Conditioning @ 4.25	65,450.00	(Not Building)
Plumbing @ 3.00	46,200.00	
Electrical @ 4.50	69,300.00	
TOTAL	$616,000.00	
II. Multipurpose Building		
Total Area	19,400 sq. ft.	23,000 sq. ft.
COSTS:		
Architectural @ 28.25/sq. ft.	$548,050.00	$649,750.00
Air Conditioning @ 4.00	77,600.00	92,000.00
Plumbing @ 2.50	48,500.00	57,500.00
Electrical @ 4.50	87,300.00	103,500.00
TOTAL	$761,450.00	$902,750.00
III. Site Work		
Concrete Walks	22,000.00	11,000.00
Curb Work	20,000.00	18,000.00
Paving	114,000.00	60,000.00
Electrical:		
Service & Distribution	15,500.00	10,000.00
Parking & Walk Lighting	30,000.00	15,000.00
Rough-in for Future	3,000.00	3,000.00
Plumbing:		
Water Service & Fire Mains	18,300.00	9,000.00
Sewer Lines	8,000.00	6,000.00
Sewage Disposal (Snowflake Only)	---	30,000.00
Lawn Sprinklers (Around Buildings)	15,000.00	8,000.00
TOTAL	$245,800.00	$170,000.00

APPENDIX F Continued

	Holbrook, Winslow And Show Low	Snowflake
IV. RECAP		
Occupational & Physical Science Building	$616,000.00	---
Multipurpose Building	761,450.00	$902,750.00
Site Work	245,800.00	170,000.00
TOTAL	$1,623,250.00	$1,072,750.00
10% Contingency	162,325.00	107,275.00
	$1,785,575.00	$1,180,025.00

V. Center Totals

Snowflake Center	$1,180,025.00
Holbrook Center	1,785,575.00
Winslow Center	1,785,575.00
Show Low Center	1,785,575.00
ESTIMATED TOTAL CONSTRUCTION COST	$6,536,750.00

APPENDIX G

POPULATION ESTIMATES FOR ARIZONA AND COUNTIES
July 1, 1975
(Preliminary)

AREA	ALL RACES	WHITE	%	NONWHITE								SPANISH HERITAGE	%
				TOTAL	%	INDIAN	%	NEGRO	%	OTHER	%		
STATE	2,245,100	2,042,900	91.0	202,200	9.0	122,025	5.4	65,925	2.9	14,250	0.6	421,400	18.8
Apache	42,200	9,300	22.0	32,900	78.0	32,300	76.5	500	1.2	100	0.2	3,100	7.3
Cochise	76,000	72,900	95.9	3,100	4.1	200	0.3	2,300	3.0	600	0.8	25,300	33.3
Coconino	65,000	45,500	70.0	19,500	30.0	17,200	26.5	1,800	2.8	500	0.8	8,600	13.2
Gila	32,800	27,300	83.2	5,500	16.8	5,300	16.2	100	0.3	100	0.3	9,000	27.4
Graham	19,600	17,100	87.2	2,500	12.8	1,900	9.7	400	2.0	200	1.0	4,700	24.0
Greenlee	11,900	11,700	98.3	200	1.7	125	1.1	25	0.2	50	0.4	6,000	50.4
Maricopa	1,230,000	1,168,000	95.0	62,000	5.0	13,700	1.1	40,500	3.3	7,800	0.6	179,500	14.6
Mohave	36,600	35,300	96.4	1,300	3.6	1,100	3.0	*	---	200	0.5	2,400	6.6
Navajo	55,800	26,800	48.0	29,000	52.0	27,700	49.6	1,100	2.0	200	0.4	6,400	11.5
Pima	452,000	425,500	94.1	26,500	5.9	10,900	2.4	12,700	2.8	2,900	0.6	106,600	23.6
Pinal	84,500	72,200	85.4	12,300	14.6	7,900	9.3	3,800	4.5	600	0.7	30,800	36.4
Santa Cruz	18,100	17,900	98.9	200	1.1	*	----	100	0.6	100	0.6	14,000	77.3
Yavapai	49,600	48,400	97.6	1,200	2.4	900	1.8	200	0.4	100	0.2	6,000	12.1
Yuma	71,000	65,000	91.5	6,000	8.5	2,800	3.9	2,400	3.4	800	1.1	19,000	26.8

*Less than 25